DOCUMENT RESUME

ED 396 063 UD 031 021

AUTHOR Scott, Bradley; De Luna, Anna
TITLE Magnet Schools: Pockets of Excellence in a Sea of Diversity. An Examination of How Eleven Magnet Schools Further the Goals of School Desegregation in Federal Region F.
INSTITUTION Intercultural Development Research Association, San Antonio, Tex.
SPONS AGENCY Department of Education, Washington, DC.
REPORT NO ISBN-1-878550-54-3
PUB DATE Nov 94
CONTRACT S004D30017-94
NOTE 92p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Cultural Awareness; Desegregation Effects; *Educational Change; Educational Practices; Educational Quality; Elementary Secondary Education; *Equal Education; *Magnet Schools; *Racial Balance; Racial Segregation; School Choice; *School Desegregation; Urban Schools

ABSTRACT

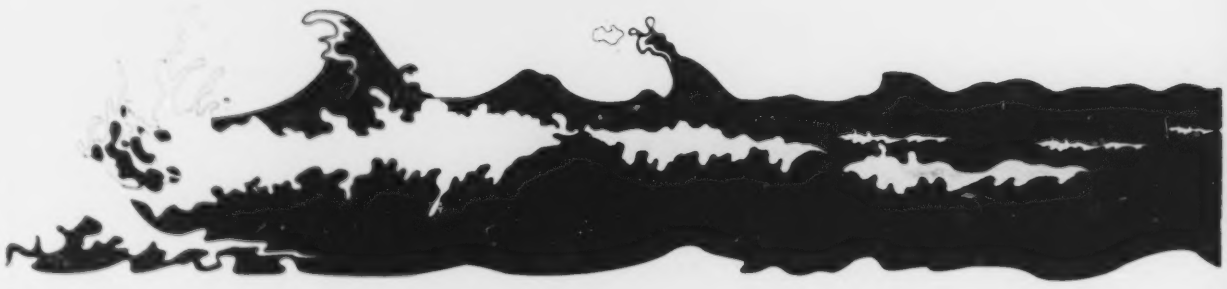
The effectiveness of magnet schools in providing racially balanced learning environments for students and the overall quality of the education they provide were studied in an investigation of 11 magnet school campuses in Federal Region F, which includes Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Sites included three elementary schools, four middle school or junior high schools, and four high schools. Data were collected through on-site observations and interviews with the local on-site coordinators and appropriate local officials. Findings suggest that, as a desegregation strategy of choice, magnet schools are seen to be a viable alternative for creating schools that work for all students regardless of race, sex, and national origin. If the practices that work best in magnet schools could be transferred to all schools, quality equitable learning experiences would result. Maintaining magnet schools as pockets of excellence will not meet the needs of the nation's students in the year 2000 and beyond. Therefore, it is in everyone's collective interest to adopt the promising practices of magnet schools as part of the ongoing operations of non-magnet schools when and wherever possible. Appendix A discusses research instrumentation, and Appendix B contains the study's 12 figures. (Contains 12 tables, 12 figures, and 12 references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 396 063

Magnet Schools:

Pockets of Excellence in a Sea of Diversity



by
Bradley Scott, M.A.
and
Anna De Luna

IDRA

Intercultural Development Research Association
María "Cuca" Robledo Montecel, Ph.D.
Executive Director

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

E Garcia
Intercultural Dev. Res Assoc

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

UDO 310211

BEST COPY AVAILABLE

Intercultural Development Research Association
María "Cuca" Robledo Montecel, Ph.D.
Executive Director

Mission: Creating schools that work for *all* children.

Vision: IDRA is a vanguard training, research and development team working with people to create cutting edge educational policies and practices that value and empower *all* children, families and communities.

Functions:

Policy and Leadership Development – IDRA policy and leadership development promotes accountability and responsibility. Using inclusive, cutting-edge and broad-based strategies, we develop leadership within communities, schools and policy-making bodies to create collaborative and enlightened educational policies that work for *all* children.

Research and Evaluation – IDRA research and evaluation advance educational policies, programs and practices. Using collaborative and innovative methods, we investigate important questions and provide insights into compelling educational issues. As a national resource, we set standards in the design, analysis, and synthesis of timely and useful research involving diverse populations.

Professional Development – IDRA professional development causes people across the country to take action that empowers others. We assist people to create educational solutions through innovative, participatory, and hands-on presentations, workshops, and technical assistance that promotes sustained growth and development.

Our assistance values the needs and cultures of our participants and acknowledges their experiences. We carefully craft training designs that include reflection and application. IDRA professional development causes participants to take a new look at persistent problems and equips them to take action that produces positive outcomes for *all* children.

Programs and Materials Development – IDRA programs and materials cause people across the country to improve education for *all* children. Our programs produce results. Our materials are useful and timely; attractive, cost-effective and intuitive; linguistically, culturally and developmentally appropriate.

IDRA proactively disseminates cutting edge information to educators, administrators, decision- and policy-makers, parents and community leaders.

Magnet Schools:

Pockets of Excellence in a Sea of Diversity

An Examination of How Eleven Magnet Schools Further the Goals of School Desegregation In Federal Region F

by
Bradley Scott, M.A.
Anna De Luna

Intercultural Development Research Association
Desegregation Assistance Center - South Central Collaborative
Alicia Salinas Sosa, Ph.D. - Program Director

November, 1994

Magnet Schools: Pockets of Excellence in a Sea of Diversity
Scott, Bradley et al.

Copyright © 1994 by Intercultural Development Research Association (IDRA)

Cover and page design by Sarah H. Aleman

ISBN 1-878550-54-3

All rights reserved. No part of this work may be reproduced or transmitted in any form by any means, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system, except as may be expressly permitted by the 1976 Copyright Act or by the publisher. Requests for such permission should be addressed to:

IDRA
5835 Callaghan Road, Suite 350
San Antonio, Texas 78228-1190

Distributed by IDRA

Manufactured in the United States of America

10 9 8 7 6 5 4 3 2 1

First Edition

This document was prepared with funds provided under Title IV, Section 403, Grant Number S004D30017-94, U.S. Department of Education.

ACKNOWLEDGMENTS

An undertaking of the magnitude of this study could have been overwhelming had it not been for the support and involvement of many people. I wish to take time here to sincerely thank those colleagues by name for the depth and breadth of their involvement.

For her willingness to collaborate with me and to serve as a research assistant on this study, as well as for the strength of her insight, persistence, thoroughness and untiring focus, I am forever grateful to Anna De Luna. I also thank her for the countless hours she contributed to setting up the original study, and helping me to conduct the initial analysis of the data which were collected from the participating districts and campuses.

I am indebted to Dr. Alicia Sosa for her willingness to undertake the study as a part of the Desegregation Assistance Center - South Central Collaborative (DAC-SCC) scope of work the many hours she expended in helping to gather some of the data, and for proofing, providing feedback on the data analysis, as well as giving psychological support and encouragement. To the DAC-SCC staff for your willingness to support both Anna and me by taking on extra tasks in order to free us to conduct the study.

To Norma Marmolejo, DAC-SCC administrative assistant, colleague, friend, and technology mentor. Thank you for all of the many, many hours you spent on company time, on your personal time, inputting forms, letters, questionnaires, survey responses, and so on. For reservations and hotel rooms and meeting space and the countless other activities you undertook during the course of the study and the creation of this publication. Most of all thank you for the consistently incredible ability you have to clean up a computer mess when I make it. You are the tops.

I am always amazed about the ability of IDRA staff to meet and rise to the challenge of any task. *Pockets of Excellence* was such a challenge, and to you all we say thank you. Some individuals must be named in particular for the incredible support they provided above and beyond the normal call. To Dr. Maria Robledo Montecel whose vision it was that *Pockets of Excellence*, "...could become a publication with national impact and significance," for her willingness to expend IDRA resources to that end, and for her willingness to roll up her sleeves and jump into the work by using her personal time to review the draft document and give critical feedback, we are truly appreciative.

To Josie Supik and the IDRA Research and Evaluation staff, never let it be said that you do not know how to deliver. You deliver, always, exceptionally well. To you Josie I extend my appreciation for the late hours and long hours, reading, proofing, reanalyzing, and reorganizing the data in the initial report. To Roy Johnson, my brother in all things, I give my sincerest thank you for your initial assistance with organizing the study, providing guidance to Anna and me on format and structure of the various surveys, and for your patient guidance with the protocols for the data collection and analysis. To Charles Cavazos and Fred Harris, the data technicians *par excellence*, thank you gentlemen for your usual incredible job well done. Thank you for having the data ready when we needed it, in the way we needed it. You never missed a beat. To Martha Hernandez for your

calmness under fire, countless unsung hours of inputting and reformatting the final draft manuscript, and gargantuan, patient spirit I am sincerely grateful. To Conchi Salas who toiled with me in the final days and hours of this publication to ensure that I was honest, objective, rational and fair, I say great going my friend, you have the "stuff" of which true professionals are made.

To Dr. Abelardo Villarreal, Director, IDRA Division of Training, and Dr. Albert Cortez, Director, IDRA Policy Development Institute, for your critical, objective, insightful review of the initial report, and for your individual willingness to be a sounding board for me, thank you for showing me positive regard and tolerance even when reason and logic failed me.

To Karla Fisher Green for your unbelievable talents in editorial endeavors and publishing matters. Your ability to reduce my rantings and ravings to intelligent and intellectual discourse is amazing. I am forever obliged to you. To Sarah H. Aleman who input the final document, thank you for the care, attention to detail, and the stylistic guidance you provided to this publication. I am eternally grateful to Christie Goodman for the incredible effort she brought to bear on bringing this publication to its final completion. I cannot imagine who else could have picked up this task and handled it with such panache, perseverance and sheer perfection. Thank you.

I must extend my appreciation to many people outside of IDRA for their efforts in creating this publication. To the members of the team of experts from around federal Region F, whose names are listed elsewhere in this document, who guided DAC-SCC in the development of appropriate content for the survey instruments, who gave critical feedback on the questions included in instruments, and who provided input on ways to conduct the study, Anna and I extend our sincerest gratitude.

To the superintendents, central office staff members, principals and teachers of the five school districts that were involved in the study. We regret that we can not mention your names, or the names of the wonderfully, superb parents and students whom you let us interview, but our agreement to protect your anonymity will be respected. We hope that it will suffice to say that to all of you who were willing to allow us to come into your district, tramp through your campuses, intrude upon your time, disrupt schedules, and generally be unintentional nuisances, we extend our heartiest gratitude. You willingness to be open to us, to expose yourselves, as it were, to our scrutiny for the sake of this study attests to the level of your belief in equity and excellence for all children. We applaud you and thank you.

Finally, to my wife Kathy, who saw me at my worst throughout the course of this project, but never gave up on me, or allowed me to give up on myself; who suffered with me in the late hours of night, and early hours of the morning, and who allowed me to disrupt our entire household around the creation of this document, there is no recompense for my gratitude, but suffice it once again to say thank you.

Table of Contents

Introduction 1

Executive Summary 3

Literature Review 9

Background 13

Research Design 15
- Phase I - Planning and Set up of the Study 15
- Phase II - Organization and Field Preparation 17
- Phase III - Data Collection 17
- Phase IV - Development of a Preliminary Report of Findings 18

Setting and Sample: Descriptions of the Campuses 19

Methods and Instrumentation 27
- Data Collection 28
- Data Analysis 28

Findings 29
- Staffing 29
- Student Selection/Assignment 30
- Student Selection/Enrollment Process 32
- Student Ratios 35
- Curriculum 36
- Magnet School Image 37
- Physical Environment 40
- Student Outcomes 41
- Student Support 44
- Race Relations 45
- Parental/Community Support and Involvement 47
- Magnet School/Non-Magnet School Collaboration 49

Lessons Learned and Promising Practices 51

Postscript 57

Bibliography 59

Appendices 61
- Appendix A Research Instrumentation
- Appendix B Figures

INTRODUCTION

As public school systems endeavor to desegregate in the 1990s and beyond, magnet schools are and will likely continue to be a popular strategy in the attempt to bring together diverse student populations in an effective educational setting. The nature and form of this strategy will continue to evolve over the coming years. The degree to which these schools bring about the desired degree of desegregation while providing students with quality schooling will continue as part of the ongoing national debate on education. Two persistent questions in these discussions will remain:

1. How effective are magnet schools in producing racially balanced learning environments for students?

2. Can magnet schools provide quality, effective education for all students irrespective of race, sex, or national origin?

The Desegregation Assistance Center-South Central Collaborative (DAC-SCC) of the Intercultural Development Research Association (IDRA) in San Antonio, Texas, sought an answer to these questions through a magnet school study of 11 magnet school campuses in four school districts in Federal Region F, which includes Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Sites included three elementary, four middle or junior high schools, and four high schools. While a representative description of all magnet schools in Region F cannot be created based on these 11 schools, this study does provide a description of magnet schools designed specifically to further the goals of desegregation in Region F.

Ascher (1990) reports that only three multidistrict studies of magnet schools exist. Largely anecdotal case histories of single schools or districts, these include studies conducted by Royster *et al.* (1979a), by Blank *et al.* (198?b), and by Rossell and Clark (1988). A larger body of research exists on desegregation in general, much of which is applicable to magnet schools. Ascher points out that the more planners and administrators rely on the general knowledge gained through broad-based desegregation research, the more likely they will be able to acnieve the goals of desegregation in their schools. However, more specific research is needed about common effective practices in magnet schools across districts, across states and regions, and in a variety of settings. Identification of fairly universal practices common to magnet schools as a specific desegregation strategy as well as research on desegregated schools and their relation to more traditional schools would also prove helpful.

Brown *et al.* (1990) suggest that magnet schools may stand as models for traditional schools looking to change their status quo operations. In many respects, magnet schools stand at the forefront of educational innovation and may, therefore, serve as benchmarks for change in this era of school restructuring. It is in the best interest of all students to have the very best of the magnet schools translated into standard practice which could withstand any question. These practices also must hold true for all children regardless of race, gender, national origin, English language proficiency, and economic status if they are to be considered effective practices. Anything short of that clearly will be a continuation of the status quo, and students who are different will suffer through underachievement, mistreat-

ment, discrimination, and a myriad of other negative effects students confront in the nation's schools.

Metz (1986), however, provides a cautionary note. She states that:

> ***If magnet schools can deliver a means of voluntary desegregation and a lever to introduce innovation into public schools, they will be a social invention worthy of considerable respect. Before they are hailed as the solution to two of the hardest problems in American public education, however, they need to be carefully studied as they function in practice.***

The IDRA DAC-SCC considers her precaution to be sound advice. This report shares the results of the first study on magnet schools in this region of the United States and attempts to further the national discussion of possible solutions to current educational issues. Ensuring quality and equity in educational opportunity and outcome for all students must drive our efforts toward change. In an era in which we need answers to troubling questions about how we best prepare *all* students to be viable, productive adults in the America of the 21st century, magnet schools are one possible solution.

Editor's Note: While we recognize that the race designations used in this publication do not necessarily coincide with those used in the national census, the reader should be aware that Anglo American refers to that group of white Americans not of Hispanic origin, Native Americans refers to first or indigenous Americans, African Americans refers to those black Americans not of Hispanic extraction, Asian American refers to Americans of Pacific Island or Asiatic extraction and Hispanic American refers to those people of Mexican, Central American, Carribean or South American extraction.

BEST COPY AVAILABLE

Executive Summary

Pockets of Excellence is a report on 11 magnet schools campuses in four school districts in Federal Region VI involving the states of Arkansas, Louisiana and Texas. In studying these campuses, the Desegregation Assistance Center – South Central Collaborative (DAC-SCC) of the Intercultural Development Research Association in San Antonio, Texas, sought to answer two persistent questions about magnet schools:

1. How effective are magnet schools in producing racially balanced learning environments for students?

2. Can magnet schools provide quality, effective education for all students irrespective of race, sex or national origin?

DAC-SCC provides technical assistance and training in Arkansas, Louisiana, New Mexico, Oklahoma and Texas to public school systems that are implementing school desegregation plans and are addressing issues of race, gender and national origin equity. The center undertook the study to determine if magnet schools in Region VI were furthering the goals of desegregation by what they did on a daily basis. The information gathered during the study was intended to assist DAC-SCC and other desegregation assistance centers to meet the needs of their client districts in providing equitable educational opportunity to all of their students.

As a desegregation strategy of choice, magnet schools are seen to be a viable alternative for creating schools that work for all students regardless of race, sex and national origin. If those practices that work in the best of magnet schools can be transferred to non-magnet schools in desegregating districts, it might be possible to recreate all schools to be successful at providing quality, equitable learning opportunities for students. While a representative description of all magnet schools in Region VI cannot be created based upon these 11 schools, *Pockets of Excellence* does provide a description of magnet schools designed specifically to further the goals of desegregation.

Design: Description of the Research Model

The study was conducted in four phases to facilitate the collection of data and the creation of the report.

Phase I - Planning and Set Up of the Study

This phase involved the design of the study. The IDRA DAC-SCC staff conducted a literature review to determine what had occurred in magnet schools created for the purpose of desegregation and which areas of magnet schools should be studied. Arkansas, Louisiana and Texas were selected as research sites because these states had districts that were using magnet schools as an integral strategy in their desegregation efforts.

Twelve areas of inquiry were identified for the study. While not meant to be exhaustive, these areas were those which research had identified as important indicators of effectiveness when magnet schools are used as a strategy for school desegregation. The 12 areas were:

1. Staffing
2. Student Selection and Assignment
3. Student Selection and Enrollment
4. Student to Teacher Ratios
5. Curriculum
6. Magnet School Image
7. Physical Environment
8. Student Outcomes
9. Student Support
10. Race Relations
11. Parent and Community Involvement
12. Magnet and Non-Magnet School Collaboration

Phase II - Organization and Field Preparation

This phase involved several activities in preparation for data gathering. The field coordinators organized participants, organizations, campus sites and activities necessary to complete a comprehensive written survey. In addition to the local administrators and staffs of the specific campuses studied, many other people were involved including the research and evaluation departments of the schools, the desegregation monitoring offices of those districts, local parent organizations and site-based management teams.

Phase III - Data Collection

Two concurrent activities took place during this phase:

1. The local on-site coordinators and appropriate local entities completed the items in the written survey.

2. The IDRA DAC-SCC staff conducted on-site interviews with staffs, parents and students.

Phase IV - Development of a Preliminary Report of Findings

In this phase, the IDRA DAC-SCC produced a preliminary report for the purposes of:

1. Providing information for the field about magnet schools and their ability to further the goals of desegregation,

2. Helping to determine how DAC-SCC and other desegregation assistance centers can meet the needs for technical assistance and training for magnet schools and their people, and

3. Offering some recommendations about effective strategies in the operation of magnet schools which might be adopted by non-

magnet schools in desegregated settings as a part of their school improvement and restructuring efforts.

Conclusions and Recommendations

While DAC-SCC realizes that magnet schools are unique schooling organizations that are different by design and set apart from other schools in a district involved in desegregation, many of the lessons learned about magnet schools can become a part of what all schools do in support of their students. Much of what occurs in magnet schools can also occur in non-magnet schools if districts have a commitment and demonstrate the will to facilitate such activity.

Pockets of excellence existing in a sea of diversity is not the best that we or schools can do. Based upon the finding of the study and the promising practices identified, the following recommendations are offered for consideration:

1. **Staffing** - Schools wanting to create excellence for their students must acquire, or create staffs that are highly skilled, committed and motivated. These schools must value staff development as a way of creating and sustaining teacher excellence. They must look for or renew teachers to demonstrate a high commitment to all students and their school success, as well as to the profession of teaching and the belief that they can educate all students fairly regardless of race, sex or national origin.

2. **Student Selection/Assignment and Enrollment** - Schools wanting to create an environment in which students want to be there should work hard to create diverse student bodies and value the challenge this diversity brings. These schools should also create innovative, enriched learning opportunities and environments since such learning situations attract or create in students a desire to attend those schools.

3. **Student Ratios** - Schools seeking excellence should work to create the lowest student to adult ratio possible. Actively recruiting and using parents and other volunteers in support of teachers, gives teachers more of an opportunity to meet the needs of their students academically, socially, emotionally and psychologically.

4. **Curriculum** - Schools seeking excellence should work to value and create innovative curriculum and approaches to curriculum that are comprehensive, challenging, and culturally and socially relevant. The curriculum should also develop higher-order thinking skills, decision-making, problem solving and creativity. School staffs must plan to invest considerable time, talent and energy to create and implement such curriculum.

5. **School Image** - Schools seeking excellence value their image. Students, parents and staff have and work at having very positive perceptions each other, are willing to interact with each other with respect and high regard and are willing to communicate with each other. Campus leadership is open, communicative and encouraging of staff, par-

ents and students. Parents are viewed as allies in the education of children. Staff, students and parents are driven to live up to their image and reputation.

6. **Physical Environment** - Schools seeking excellence should be pleasant, well-kept learning environments that are well lighted and properly ventilated. Even if the facility is old, appearance should not be taken for granted but should be planned and maintained as a place where learning occurs. Schools should provide as much square footage per student as possible. Schools should also integrate the use of computers, other advanced equipment and technology into the curriculum and provide students with ample hands-on opportunities for using the technology and developing computer literacy.

7. **Student Outcomes** - Schools seeking excellence should work hard to produce high levels of achievement by constantly studying how the confluence of school factors interact to produce achievement outcomes or impede high outcomes. Schools should also study the persistent gap between disaggregated populations of students in the school as a separate issue from general or aggregated achievement outcomes to ensure that the varying needs of ethically and socially different students are being addressed. Schools should have, as a part of what curriculum does, a strong emphasis on building self concept and self esteem in students. Schools should build a strong sense of personal efficacy in students by helping them to learn to persist, to be self managers and to value their personal effort. Schools should act deliberately to foster positive intergroup and cross cultural relations for staff, students and parents. Schools should work to retain students by meeting students where they are and challenging them to aspire to want more for themselves, then working to provide support and skills so that they can reach their aspirations.

8. **Student Support** - Schools seeking excellence should provide students with ample guidance and counseling in one-on-one situations with counselors, teachers and peers. These schools should also provide considerable tutoring support when needed, using anyone who can provide that support in addition to teachers. These schools should also seek active support and involvement from PTAs, community groups and businesses since it appears to make a difference in the quality of school life.

9. **Race Relations** - Schools seeking excellence should keep racial incidents and misunderstandings to a minimum by working to create and maintain positive intergroup relations. They should employ a variety of techniques including multiracial/cultural monitoring teams; specific training for students, staff and parents in race relations and prejudice reduction; teacher-led discussions in classrooms; the use of multicultural/non-racist curriculum which also teaches principles such as equality and justice; cooperative and heterogeneous work and study groups, and school leadership that set a tone for good race relations.

10. **Parental/Community Support and Involvement** - Schools seeking excellence should value and solicit the support and involvement of

parents and community; should make parents feel welcomed, accepted, and involved in all aspects of the school's operation. Schools should keep parents informed and work with parents in support of their children in schools. Staffs should perceive parents as allies in the education of their children and work with parents as partners to produce high student outcomes. Even with parents who choose not to participate or support the school, the schools should continue to reach out to them to seek their involvement. The school staff should constantly examine itself and the school's operation to determine what may be turning-off parents or making them feel unwanted and not included, then change those practices or aspects of the environment or operation. These schools should work to keep open lines of two-way communication since that appears to be highly valued by parents.

11. **School Collaboration** - Schools seeking excellence should work deliberately and consciously to structure opportunities to share information, strategies and techniques with other schools and to receive effective practices, techniques and programs. School districts should structure formal ways in which such transference and interaction occurs within the district so that outcomes for all students can be improved.

It cannot be ignored that much of what magnet schools do, works in terms of outcomes for diverse students. Most students in public schools are *not* in magnet schools. While there are many non-magnet schools doing wonderful and exciting things for all students, there are many schools that are not. It is in everyone's collective interest to adopt the promising practices of magnet schools as a part of the ongoing operations of non-magnet schools when and wherever possible, since pockets of excellence will not go far enough to serve the country's best interest in the year 2000 and beyond.

LITERATURE REVIEW

The IDRA DAC-SCC study explored the current operations of magnet schools in Region F to determine how these districts furthered the goals of desegregation as stated by the Department of Education in the Application for Grants Under Magnet Schools Assistance Program (1985). Accordingly, among the program's stated purposes were:

1. To meet the special needs incident to the elimination of minority segregation and discrimination among students and faculty in elementary and secondary schools;

2. To encourage the voluntary elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority group students; and

3. To encourage the development of courses of instruction within magnet schools that substantially strengthen the knowledge of academic subjects and the grasp of tangible and marketable vocational skills of students attending such schools.

Ascher's synthesis of research on magnet schools as a viable desegregation strategy (Estes and Waldrip, 1990) responds to a series of questions to which she provides research-based answers on how to "design magnet schools to achieve maximum benefits for desegregation." In her review of research she notes that the goals of desegregation and integration are clearly implied in the application grant forms. Blank *et al.* (1983b) had also previously determined in their research on 15 districts that at least 10 steps should be taken by a district as it sought to create and employ magnet schools as a successful desegregation strategy. For his research team these steps were:

1. Identify the problem(s) which require solutions offered by the creation of a magnet school;

2. Establish the district's desegregation and education objectives ensuring that the objectives address the identified problems;

3. Develop a district-wide strategy for meeting the desegregation and education objectives;

4. Identify strong, innovative, and resourceful leaders for the program and the individual schools;

5. Develop better ways to use existing local resources to implement magnet schools by reorganizing and maximizing staff, facilities, skills, community participation, and community resources;

6. Design the program and select/acquire the staff necessary to implement the theme of the magnet school;

7. Write and develop the curriculum of the magnet school encouraging innovation in the use of teaching methods and the use of resources;

8. Publicize and recruit students who meet both the goals of desegregation and education for the district;

9. Organize the magnet school to motivate students, staff, and parents to have a positive educational identity; and

10. Maintain financial support to ensure the magnet school will continue over time.

These 10 steps seemed to be important not only for creating successful magnet schools, but for helping districts to respond to six management challenges faced by them where desegregation and magnet schools are concerned:

1. To develop interest and support for magnet schools in the district and community without raising expectations that cannot be met;

2. To identify and retain principals and teachers with leadership qualities, teaching skills related to the magnet theme, and a commitment to the concept, yet avoid having the school and its program be viewed as "taking all the best teachers" in the district;

3. To create magnet schools and programs that offer diversity and new opportunities within the district schools' curriculum, without creating the perception of opportunities being lost by existing schools and programs;

4. To design and implement magnet curricula that are innovative and include unique instructional methods, activities, and courses integrated around the central theme, while operating within the "regular" district instructional program;

5. To select schools and locations that will allow for the development of positive magnet identity and attract a racially heterogeneous student body, without creating parent and community resentment due to limited opportunities or selective recruiting and admissions;

6. To account for and garner support for the actual cost of establishing and maintaining magnet schools in a district including its related indirect costs in an appropriate and accurate manner, without creating the perception that "regular" schools suffer as a result of the drain placed on their budgets to sustain a magnet school's operation.

The works of Royster *et al.* (1979a), Hawley (1981), Rossell and Hawley (1983), Metz (1986), Rossell and Clarke (1988) address a set of separate but related issues regarding interracial exposure, improved racial tolerance, and the reduction of racial isolation in desegregated settings, including magnet schools. Their works speak to the importance of desegregation and integration efforts of public schools. Specifically, desegregated schools, whether created voluntarily or through mandatory actions, provide increased opportunities for interracial contact among racially different students. This improved contact opens the door to reduced minority isola-

tion and improved race relations when the staff supports these efforts. According to Metz (1986), race relations can be enhanced in magnet school settings when:

1. Technologies are arranged which minimize the visibility of low achievement and attach academic rewards to individual effort;

2. The faculty culture gives high priority to student social relations;

3. Structures exist which foster interracial contact and generate collective planning.

The current literature and research served as a basis for the IDRA DAC-SCC magnet schools study. The following section provides a brief background for the study's methodology.

Background

The IDRA DAC-SCC identified a need for more information on magnet schools during the course of its normal service delivery. Beginning in 1989, the IDRA DAC-SCC observed an increased interest on the part of administrators in federal Region F regarding the establishment of magnet schools in districts undergoing renewed efforts to desegregation. These educators saw magnet schools as the strategy of choice for desegregating those schools that had become resegregated as a result of the changing demographics in the region. Several districts expressed a desire to create magnet schools as a way of attracting Anglo-American students back into predominantly minority schools. These districts hoped to attract Anglo-American students from the increasing number of private and parochial schools. Additionally, in many areas of the region, it had been noted that many majority parents were having to pull their children out of private schools and return them to public schools for financial reasons.

The IDRA DAC-SCC is working to ensure that school systems come to three important understandings as they look for ways to correct racial imbalances in their schools and programs. These understandings are:

1. Districts should not look to magnet schools as a panacea for *all* the problems which arise in segregated settings, particularly for minority students. Research has demonstrated the importance of ensuring that magnet schools are used as a part of a comprehensive desegregation plan rather than as *the* method of desegregation (Levine and Campbell, 1977; and Rossell, 1985).

2. Districts should not use magnet schools as a way of convincing Anglo-American parents to bring their children back to public schools by providing a "safe haven" in an elitist, separate environment called a "magnet school" which serves to "protect" Anglo-American students from the general population found in the regular schools of those districts.

   The Church Council for Greater Seattle which noted that [without appropriate system-wide controls]:

   > Magnet schools [can be] elitist and serve families with parents who are sophisticated enough to take advantage of them. While they offer a superior education to some children... they rob resources from other programs and thus give other [non-magnet school] children an inferior education.
   >
   > Districts must understand that an unhealthy message can be sent to Anglo-American and middle-class parents to bring their children back to the public school because they will be served by a magnet school away from "other" students.

3. As a part of a comprehensive desegregation plan, districts should ensure that the best the magnet school has to offer in the way of innovative teaching practices, relevant, empowering curriculum and a com-

petent, committed, dedicated staff should be among the attainable goals of all schools in the district.

In this magnet school study, IDRA DAC-SCC selected systems throughout the region which (1) were involved in desegregation activity and (2) were using magnet schools as one of their strategies to aid the process. Ultimately, all of the DAC-SCC's client districts should be able to identify successful practices on magnet school campuses to be translated to non-magnet school settings as a part of their restructuring and school improvement efforts in an effort to ensure that all students receive comparable, high quality educational opportunities irrespective of race, national origin, sex, economic status, or magnet or non-magnet school involvement.

With this in mind, the IDRA DAC-SCC requested and was granted funds from Title IV Office of the Department of Education to (1) examine selected magnet schools in Federal Region F regarding their organization, operation, and general impact on the desegregation process in their respective districts, (2) determine what made these magnet schools successful, (3) collect and synthesize this information to further all school desegregation efforts, and (4) recommend practices, strategies, techniques, and procedures to improve the educational outcomes for all children.

Research Design

The proposal described a four-phase approach:

Phase I - Planning and Set up of the Study

This phase involved the design of the study. The IDRA DAC-SCC staff conducted a literature review to determine what had occurred in magnet schools created for the purpose of desegregation and which areas of these schools' operations and activities should be studied. Arkansas, Louisiana, and Texas were selected as research sites since these states had districts which were using magnet schools as an integral strategy in their desegregation efforts.

The IDRA DAC-SCC secured the cooperation of selected districts in each of the three states. The school districts collectively represent a broad range of characteristics including urban and suburban settings, size, economic makeup, and racial diversity - including language minority populations, geographical dispersement, and mandatory and voluntary desegregation.

Twelve areas of inquiry were identified for this study. While not meant to be exhaustive, these areas are those which research points to as important indicators of effectiveness when magnets schools are used as a strategy for reaching the goals of desegregation. These include:

1. Staffing
2. Student Selection/Assignment
3. Student Selection/Enrollment Process
4. Student/Teacher Ratios
5. Curriculum
6. Magnet School Image
7. Physical Environment
8. Student Outcomes
9. Student Support
10. Race Relations
11. Parental/Community Involvement
12. Magnet/Non-Magnet School Collaboration

The IDRA DAC-SCC convened a team of experts on school desegregation and magnet schools. This team included representatives from the Title IV equity units from the Departments of Education of the states involved in the study, representatives from each of the school districts involved in the study, individuals known for their work with magnet schools, IDRA Research and Evaluation staff representatives, and IDRA DAC-SCC members. This team was gathered to accomplish five tasks in preparation for the study:

1. To receive information on the scope of the magnet school study to be conducted in Arkansas, Louisiana, and Texas;

2. To review similar research, including a study conducted by Dr. Mary Haywood Metz (1986), which served as a basis for the Region F IDRA DAC-SCC undertaking;

3. To analyze a magnet school survey instrument which would be used in the study;

4. To give feedback and input on the survey to be used for the purpose of data collection;

5. To review project expectations, timelines, and assignments to be carried out during the course of the study.

Dr. Mary Haywood Metz, professor in the Department of Educational Policy Studies at the University of Wisconsin at Madison and the author of *Different By Design: The Context and Character of Three Magnet Schools*, served as the lead presenter and work session clinician for the team. She presented information and findings on her recent study of magnet schools in a large Midwestern city. She focused the group on critical issues to consider when reviewing the work and operation of magnet schools as a desegregation strategy. Her comprehensive presentation included a discussion of issues such as:

1. Why should schools desegregate, and why might they choose to use magnet schools?

2. What issues must be considered regarding political access, educational access, and social learning?

3. What can be said regarding magnet school accessibility and innovation versus the dangers of "creaming"?

4. What district-level issues need to be considered regarding age, racial proportions, equity, class, magnet school design questions, advertising, assignment, and transportation?

5. What issues must be considered regarding the classroom work process, including grouping and tracking, curriculum flexibility, curricular inclusion, activity structure, cooperation, equal status contact, supplementary activities, and handling remedial activities?

6. What must be considered regarding the teacher's culture, including the many paths to success and failure in magnet schools, the tacit char-

BEST COPY AVAILABLE

acter of culture, the common problems such as class, race, and academic hierarchies, parental power, teacher's pride and dependence, the home-school gulf? Additionally, what taboos exist regarding race, gender and national origin? What attitudes exist regarding the powerful image of "real school" versus "regular school"? What are the perceptions of institutional supports?

7. What administrative leadership exists regarding including the symbolic power of leaders, racial composition of the leadership team, racial composition of visible activities, activities to attract parents, transportation issues, tracking and scheduling students and teachers, discussions of racial issues, fairness in discipline, constructive punishment, and coping with difficult students?

The teams then conducted an item analysis of the questionnaire that was to be used to collect the data. A more detailed discussion of that process is found in the Methods of Research section of this report. Since the team members from the districts involved in the study took on additional roles as on-site coordinators and liaisons for their districts, their roles and responsibilities were fully explained to them during this work session so that data collection would be consistent throughout the region.

The local coordinators were also to assume the responsibility of identifying three campuses in their district, one elementary, one middle or junior high, and one high school which they, and other responsible people in the district, felt were their most effective examples of magnet schools in operation. The goal was to look at those schools which exemplified effective practices regarding student achievement outcomes and interpersonal/interracial relations in a racially balanced desegregated setting.

Phase II - Organization and Field Preparation

This phase involved several activities in preparation for data collection. The field coordinators organized the participants, organizations, campus sites, and activities necessary to complete the survey. This involved not only the local administrators and staff of the specific campuses which were surveyed, but also the research and evaluation departments of the school districts, the desegregation monitoring offices of those districts, local parent organizations, site-based management teams, and many other local school district personnel.

Phase III - Data Collection

Two concurrent activities took place during this phase:

1. The local on-site coordinators and the appropriate local entities completed the items on the written survey;

2. The IDRA DAC-SCC staff conducted on-site interviews.

The first activity involved the local coordinators distributing parts of the survey to those individuals or entities who could most appropriately answer the questions. The IDRA DAC-SCC conducted on-site interviews during this same time period. Focus group interviews at each of the 11 campuses were held in three separate sessions: one with students, one with parents, and one with the campus staff, including the principal. The local coordinators were asked to ensure that at least three people were available for each interview. In some instances, more than three people participated in each category. The interviewees were balanced by race/ethnicity, gender, and economic status. An attempt was made to collect information from individuals representative of the range of perceptions evident on the magnet school campus. *(Please note: only upper elementary students were interviewed for the focus groups at the elementary schools.)*

A total of at least 27 people per district participated in the focus group interviews including nine to 15 student representatives from the three grade levels: elementary, middle or junior high, and high school. Some campuses chose to make more students available for interviews than were specified by DAC-SCC. The findings will appear in the Discussion and Conclusions section of this report.

Phase IV - Development of a Preliminary Report of Findings

In this phase, the IDRA DAC-SCC produced a preliminary report for the purpose of:

1. Providing for the field information about magnets schools and their ability to further the goals of desegregation;

2. Helping to determine how the IDRA DAC-SCC and other desegregation assistance centers in other regions can meet the needs for technical assistance and training for magnet schools and their people;

3. Offering some recommendations about effective strategies in the operation of magnet schools which might be adopted by non-magnet schools in desegregated settings as a part of their school improvement and restructuring efforts.

Setting and Sample: Descriptions of the Campuses

In order to maintain anonymity of the districts and the specific campuses participating in this study, district staff were asked to identify the district and campus by a fictitious name.

It is not the intent of the IDRA DAC-SCC to highlight any particular district or campus for scrutiny or review, but it is to attempt to describe the status quo of successful magnet schools in federal Region F and to determine what common practices exist among them which might further public school desegregation. For anyone who might recognize the districts or the campuses described herein, suffice it to say that this report reflects a sincere attempt on the part of the researchers and the IDRA DAC-SCC to maintain anonymity while presenting an objective analysis of the data gathered through the written survey and the on-site interviews.

Table 1: Campus Student Populations in Magnet School Study**

School District/ Campus	Anglo American		African American		Hispanic		Asian American		American Indian	
Camelot										
Furry Rock Elementary	110	30%	162	45%	85	23%	*	*		
Learning Tree Middle	97	28%	159	46%	78	22%	10	3%		*
Arts High School	311	49%	209	33%	108	17%	*	*		
Medearis										
Lake Shore Elementary	467	60%	307	40%	*		*			*
Reach Magnet Academy	327	40%	505	58%	*		*			*
Mount Talent High	359	41%	501	58%	*		*			*
Outstanding										
Magnificent Elementary	143	37%	158	41%	61	16%	22	6%		
Super Junior High	350	42%	148	18%	328	39%	*			*
Royal High School	31	6%	292	54%	216	40%				
Hope Unified										
Williamsburg	672	61%	410	37%	*		*			*
Williamsburg High	504	51%	455	46%	*		*			*
Total Male	1451	18.9%	1330	17.3%	407	5.3%	38	*	6	*
Total Female	1777	23.1%	1527	19.8%	482	6.3%	51	*	10	*

** less than 1%*

*** One school did not provide student race and gender breakdown*

25 BEST COPY AVAILABLE

Table 1 illustrates the make-up of each campus and the total figures for this study. Following Table 1 is a brief description of the various schools involved in the magnet school study. These descriptions were provided by the survey respondents. They are presented in alphabetical order by grade level.

1. Furry Rock Elementary - Camelot School District

Furry Rock is a Montessori Elementary Magnet School. Though locally funded, it was established not long after Camelot, a large urban district, was ordered to desegregate as a result of federal court order in 1976. Initially, the program was piloted in the K through 3 grade levels. In the 1989-1990 school year, the district expanded the program by adding the theme to grades 4 through 6 on another campus. The program proved to be extremely successful. A complete program serving grades K through 6 was created when the school was moved to a facility which could accommodate all of the grade levels and district-wide transportation was provided. In 1989, the Board of Education approved a magnet school with the Montessori theme for grades K through 8 which was approved by the court. It was moved to the southern sector of the city in which the district is located and was officially opened in August of 1992. The facility was remodeled specifically to meet the needs of the magnet program. It is a stand alone school, that is, the entire campus is a magnet school. The Montessori method takes a student-centered approach, recognizing that young people are different from adults and should be respected as such. Learning takes place through self-discovery and places the responsibility for learning on the student. Teachers serve as a link between the learning environment and the student.

The school serves 364 students with 110 Anglo-American students (30%), 162 African-American (45%), 85 Hispanic students (23%), and 1 percent being Asian-American or American Indian.

2. Lake Shore Elementary - Medearis School District

Lake Shore Elementary is part of the Medearis School District which is a county district surrounding a large urban area. The school was recently established to accomplish three goals:

a. To reduce the Anglo-American student percentages at two neighboring schools located near the new magnet school (the schools are located in a predominantly Anglo-American part of the county) so that they would be in compliance with the court-approved racial ranges required in a tri-district desegregation effort of which the district is a voluntary part;

b. To assist in alleviating the racial imbalance at specific predominantly African-American non-magnet schools in a contiguous neighboring district with whom Medearis shares magnet schools; and

c. To free up seats in the two predominantly Anglo-American schools so that African-American students from the neighbor-

ing district could attend those schools as part of the interdistrict court-ordered plan for desegregation.

Geographically, the district covers hundreds of square miles and, therefore, has urban, suburban, and rural aspects. Lake Shore Elementary is a new facility built to accommodate the requirements of a voluntary effort to desegregate from an intradistrict perspective, although Medearis is part of a tri-district plan which has been mandated by the court. It is a stand alone magnet school with a theme focusing on oral, visual, and written communication.

The school serves 776 students with 467 Anglo-American students (60%), 307 African-American students (40%), and less than 1 percent being students being of other racial/ethnic identifications. The school is funded by local resources.

3. Magnificent Elementary - Outstanding School District

Magnificent Elementary is located in the Outstanding School District in a midsize city within the minority community of that city. The magnet school was placed in an existing facility which was "slightly" remodeled when it was opened. It is a fine arts, non-graded magnet school which offers unique experiences which stress brotherhood and sisterhood. The emphasis of the school is not just on learning information, but on learning to appreciate and value diversity through the use of culturally relevant learning experiences. The staff prides itself on providing real world and cooperative learning experiences which are authentic.

The school serves 384 students with 143 Anglo-American students (37%), 158 African-American students (41%), 61 Hispanic students (16%), and 22 Asian-American students (6%). Like Furry Rock it is funded with local money to support the district's effort to meet the requirements of a plan mandated as a result of the federal court's action.

4. Learning Tree Middle School - Camelot School District

Established in 1975, Learning Tree Middle School is part of the Camelot School district which is located in a large urban area. The facility was remodeled when the magnet school was opened as a stand alone school with a career exploration theme. The school offers all of the core courses mandated by the state, but additionally requires that all seventh graders take one year of career exploration and one semester of computer literacy. This allows students to explore a wide range of career options before they begin to make decisions about high school courses and possible careers.

The school serves 348 students with 97 Anglo-American students (28%), 159 African-American students (46%), 78 Hispanic students (22%), 10 Asian-American students (3%), and less than 1 percent being American Indian. The school is locally funded as a part of the district's response to mandatory court action.

5. Reach Magnet Academy Junior High - Medearis School District

Reach Magnet Academy was established in 1982 as a result of an effort to accomplish several goals:

a. To reverse the steady rise in African-American enrollment which exceeded court mandated racial ratios;

b. To prevent an overall decline in total enrollment;

c. To create a program in which students from different social, racial/ethnic and economic backgrounds could receive a quality integrated education;

d. To provide a logical, sequential, and disciplined-based arts and science curriculum.

Reach Magnet Academy was originally established with a science focus. Mathematics, a second theme, was added in 1987 as a part of the district's response to a cooperative magnet school set up between Medearis School District and two neighboring school districts. Students apply for either of the two programs. The school is located in a minority community in the district and the facility was remodeled as a stand alone magnet school when it was opened.

Reach Magnet Academy serves 849 students with 327 Anglo-American students (40%), 505 African-American students (59%), and 2 percent being students of other racial/ethnic origins. The school is supported through state and local funds.

6. Super Junior High - Outstanding School District

Super Junior High is an academic magnet school and is part of Outstanding School District, the city school district for a midsize city in the western part of a state. Super Junior High is located in a minority community of the city. The facility is an old building, but was in moderately good condition and was not remodeled when the magnet school was opened. Super Junior High offers students an opportunity to freely exchange ideas in the process of learning and promotes advanced learning and thinking skills. The curriculum is rigorous and challenging, and it requires students to become involved in considerable research, the ongoing performance of academic ability, and the demonstration of their understanding of all aspects of the curriculum. The students receive a strong, solid foundation in math, science, and English.

It is a locally-funded, stand alone magnet school established by the district voluntarily in response to a mandatory order from the court to desegregate the district. The Outstanding School District has applied for federal money under the Magnet Schools Assistance Program but, to date, has not received notice.

The school serves 838 students, 350 Anglo-American students (42%),

148 African-American students (18%), 328 Hispanic students (39%), and less than 2 percent of whom are of other racial/ethnic identifications.

7. Williamsburg Middle Magnet School - Hope Unified School District

Williamsburg Middle Magnet School is part of Hope Unified School District which is an urban school district in the southern part of a state. It was established in 1980 and provides an alternative education for qualified sixth, seventh, and eighth grade students. It is established in the southern sector of the city to attract students from the northern sector and provides these students with a program of academic excellence. Allowing students to progress at their own individual rates is the guiding focus of the school and challenges the students to fully develop their intellectual abilities through a strong basic academic curriculum which prepares them to take full advantage of whatever secondary school they attend in the Hope Unified School District. The magnet school has an add-on gifted and talented program which has been successful in attracting students to the campus from the northern sector of the city. Eight hundred and fifty students attend the academic magnet, of which 250 are enrolled in the gifted and talented program.

The magnet school is located in an old facility which is in poor condition. The buildings were constructed in the 1920s and 1930s, and no major renovations have occurred since that time. The district plans to renovate the school if local efforts to raise the necessary money are successful.

Williamsburg Middle Magnet School is locally funded as a part of the district's voluntary effort to desegregate schools based upon an original court order to desegregate. It serves 1,100 students 672 Anglo-American students (61%), 410 African-American students (37%), and less than 1 percent of whom are of other racial/ethnic identifications.

8. Arts High School - Camelot School District

Arts High School is part of Camelot School District which is located in a large urban area in the north central part of a state. It came into existence in 1976 as a result of a court order to desegregate the district. The goal of the school is to provide comprehensive training to students in the arts and academics. The racial/ethnic make up of the school was ordered by the court and still operates under the purview of the court. The program provides students with intensive training in the arts. Students must audition for entrance into the program and gain entrance based upon scores they receive during the auditions. The arts focus of the magnet school centers on theater, music, dance, and visual art. The school prides itself on preparing students to enter a college or university, attend an art or technical college, or enter the world of work. It has a national reputation which affords the school considerable publicity making the school desirable to both parents and students.

It is a stand alone magnet school that is housed in an old facility that was in moderate condition when the magnet school opened. It is locally funded and serves 641 students 311 are Anglo-American (49%), 209 African-American students (33%), 108 Hispanic students (17%), while approximately 2 percent are students of other racial/ethnic identifications.

9. Royal High School - Outstanding School District

Royal High School is a part of the Outstanding School District which is located in a midsize urban district in the western part of a state. In 1970, the district created a voluntary local magnet focused on Army Junior Reserved Officer Training Corps (R.O.T.C.) in response to a mandatory requirement by the court to desegregate.
The campus has since added a medical professions strand which will be in full operation in the 1993 - 1994 school year. The campus can be described as an old facility which is in good to excellent condition, located in a minority community in the city. The magnet school component is part of a larger non-magnet school. The Junior R.O.T.C. program is described by the district as being "a distinctive program which has as its mission the encouragement and motivation of young Americans to become better citizens." Students are given an opportunity to learn leadership skills while learning military history. The medical curriculum includes health care sciences, health occupations labs I and II, a health occupation co-op, medical illustrations, medical administrative systems, Spanish with an emphasis on medical terminology, research/technical writing, and sports medicine. The medical magnet school component involves student rotations at various health care facilities in the city.

The campus serves 539 students, 31 Anglo-American students (6%), 292 African-American students (54%), and 216 Hispanic students (40%). The magnet components are funded through local sources.

10. Williamsburg Magnet High School - Hope Unified District

Williamsburg Magnet High School was established in 1982 in the Hope Unified School District which serves a large urban area. It operates as a stand alone voluntary magnet school in the minority community of the city and was created to respond to a court ordered requirement to desegregate. It is an academic college preparatory school designed to accommodate average and high ability students in one sector of the district. A special add-on strand in engineering was added to the magnet school to respond to the needs of all students in the district who have displayed an aptitude for mathematics, creative and abstract thinking, and who are interested in pursuing careers in engineering, science, and technical fields. The curriculum provides for several honors and advanced placement classes which prepare students for college success.

Williamsburg High serves 983 students, 504 Anglo-American students (51%), 455 African-American students (46%), and approximately 2 percent are identified as students of other racial/ethnic backgrounds.

The magnet school is funded through local efforts.

11. Mount Talent High School - Medearis School District

Mount Talent High School was established in 1987 as an arts magnet school as a part of a court mandated tri-district cooperative magnet school program. Several goals were to be reached as a result of the school's existence:

a. To reverse the steady rise in African-American enrollment in the school resulting from the changing demographics in the large urban district;

b. To prevent a decline in the total enrollment of the school;

c. To create a program in which students from different social, economic, ethnic, and racial backgrounds could receive a quality, integrated education.

A science strand was added to the school in 1989 which combined the district's high tech specialty science courses with a magnet curriculum that prepares students for an undergraduate paraprofessional or technical major in medicine and health. Medearis chose to focus on the arts portion of the double magnet for the study. The arts magnet includes training in band, dance, speech/drama, orchestra, visual arts, and vocal music. It has an impressive reputation which is both statewide and national.

Mount Talent High School was established at an old facility which was in good to excellent condition when the school opened. It is a stand alone magnet that serves 871 students 359 Anglo-American students (41%), 501 African-American students (58%), and less than 2 percent are students of other racial/ethnic identifications. The school is funded through local and state efforts.

Methods and Instrumentation

A brief discussion of the data collection procedures and the methods of analysis used in the magnet schools study are provided. Designed to follow a portion of the research undertaken by Metz (1986) in her study of the Heartland schools which she describes in her book *Different By Design*, the research is of a more qualitative nature. Quantitative information was collected through a survey administered to the districts involved in the study. Where Metz's study sought to explain the "distinctiveness associated with an individual school's character, its emergent nature, which is more than the sum of its parts," the IDRA DAC-SCC study sought to determine what was happening concerning the "parts," those things that caused magnet schools to operate successfully. The study sought data to reveal some common replicable practices to inform other desegregated school administrators.

The initial draft survey contained 100 items which had been developed by the IDRA DAC-SCC team based upon current research findings. The purpose of the survey was to identify practices, strategies, techniques, and procedures in the 12 areas previously mentioned which characterized "successful" magnet schools. Each item was reviewed by two individual separate small groups from the original working group described earlier in this report. In their review of the items, they were asked to complete several tasks:

1. Review their assigned items;
2. Determine if the information requested fit within the scope of the study;
3. Determine if the item should remain in the survey;
4. Reword the item, if necessary, to ensure clarity; and
5. Recommend and create any other items and/or areas which should be included in the written survey.

The two small groups reviewed and edited the survey, adding or deleting items as they deemed fit. This resulted in a final survey of 65 forced choice and open-ended items (see Appendix A-Research Instrumentation).

In addition to the magnet school survey, IDRA DAC-SCC developed an interview schedule for on-site interviews with the staff and administrators, students, and parents of the campuses involved in the study (see Appendix A-Research Instrumentation). This schedule included two types of questions and focused on three areas:

1. **Magnet School Image and Reputation.** Items were designed for the staff, students, and parents that would document their perceptions of the reputation of the campus as well as those outside of the campus, their perceptions of the curriculum, their perceptions of the quality and efficacy of the experience students received in preparation for

success beyond that magnet school, perceptions of administrative style, and staff willingness to provide support.

2. **Race Relations.** Items in this portion of the interview focused on the nature and quality of interpersonal relations between students and their peers, students and staff, and staff and parents. Additionally, those interviewed were asked about activities which took place on the campus to help foster good interpersonal and interracial relations. Finally, the interviewees were asked to discuss any concerns they had regarding race relations on the campus.

3. **Parental /Community Support and Involvement.** Those interviewed were asked to comment on their perceptions of the effectiveness of parental involvement on the campus, the quality of communication between school and parents, the degree to which the campus worked to ensure the involvement of all segments of the parent population whose children attended that school, and any other concerns or observations they had about parental involvement.

IDRA and the local coordinators agreed upon dates that interviews would be conducted.

Data Collection

On-site district coordinators worked with district and campus personnel in the data collection process. This included overseeing the survey administration and organizing the focus group interviews at the targeted campuses.

The IDRA DAC-SCC conducted three sets of open-ended interviews on each of the campuses involved in the study: (1) the principal and at least two staff members were interviewed at each campus; (2) at least three students from each campus were also interviewed; and (3) the final interview was conducted with parent representatives from each campus. Questions dealt with the issues of school image, race relations, and parental involvement. The interview periods lasted from two hours to two and a half hours, allowing an opportunity for everyone to participate in the discussion. All responses were documented by the interviewer. The administration of the survey and interviews occurred during June of 1993.

Data Analyses

Once the districts had completed the written survey and the on-site interviews had been completed, the IDRA DAC-SCC research team, with the assistance of the IDRA Research and Evaluation Division, processed the data for subsequent analysis and synthesis. Descriptive analyses and frequencies were organized into tables to illustrate the range of responses provided by each campus. The data were also analyzed to determine comparable practices across the districts and campuses based on the responses provided. A content analysis was conducted on the open-ended survey responses and interview responses. The findings are presented in the following section.

FINDINGS

The districts and campuses which were involved in the study provided information about their magnet schools in 12 areas: staffing, student selection and assignment, student selection and enrollment process, student ratios, curriculum, magnet school image, student outcomes, student support, race relations, parental and community support and involvement, and magnet and non-magnet school collaborations. The following are the findings for each of the 12 areas.

Staffing

The IDRA DAC-SCC examined two areas of staffing in magnet schools: staff descriptives and staff selection. Concerns had arisen that magnet schools tended to draw the more qualified, more experienced teachers in a district and obtained preferential treatment in the selection of staff as compared to other schools.

The school districts were asked to identify the ethnic/racial and gender composition of their staff. The data provided in Table 2 illustrate the responses received from the 11 campuses.

Table 2: Staff Ethnic/Racial and Gender Composition

Values	Male		Female	
	N	%	N	%
Anglo African	123	57.2	336	61.7
African American	85	39.5	187	34.3
Hispanic	7	3.3	22	4.0
Asian American	-	-	-	-
Native American	-	-	-	-

The districts were asked to describe the selection process of their staff. Responses to the selection procedures varied, however there were two common procedures among most of the 11 campuses. Eight of the 11 schools (72.7%) based their selection of teachers upon interviews with the staff. Seven of the campuses (63.6%) based their selection on qualifications, skills, and experience. Some schools (18%) indicated that their selection of teachers began with their internal staff. Two schools indicated they had first choice of teachers in their district before any other school within their district. One magnet school for art has teachers who work as artists in the community and the academic teachers are patrons or supporter of the arts. Another magnet school reported hiring military personnel for its R.O.T.C. magnet school and medical professionals for its medical magnet school. They also indicated that attempts are made to hire multiracial and bilingual teachers (Table 3 page 24).

There were more female teachers than male teachers on all of the campuses reporting. Additionally, females generally held more advanced degrees than did their male counterparts. While this may simply be a reflection of the current reality of

Table 3: Staff Selection Process

Values	N	%
Interviews with staff	8	72.7
Required special skill/experience	7	63.6
From district pool of employees	5	45.5
Given choice before other schools	2	18.2
Selection from within school district	2	18.2
Principal makes recommendations	1	9.1

American schools, the data on the issue of teacher experience offers insights worthy of comment.

The campuses surveyed had a commanding majority of teachers with six years or more of experience in the profession. While that category of teachers with six to 10 years of experience represented the largest single category (26.3%), those teachers with 16 to 20 years of experience (23%) came in second. Tables 4 and 5 illustrate these data.

For some of the campuses involved in this study a "creaming effect" does occur. While no campuses reported that they are given perrogatives to recruit staff members away from non-magnet schools within their districts, the majority of them did report that they are given special considerations in the selection process for interviewing potential candidates when slots open on their campuses. It is through self-initiation that potential candidates apply for available positions (potential candidates "cream" themselves in this regard), but the special edge in selections facilitates the magnet school campuses to create staffs which are skewed toward Caucasian females, who have many years of teaching experience, possess more advanced degrees, are highly committed to teaching, and possess special skills.

Table 4: Staff Qualifications

Values	Bachelors				Masters				Ph.D.			
	Male		Female		Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%
Anglo American	22	29.3	72	31.3	25	33.3	83	36.1	4	5.3	8	3.5
African American	8	10.7	28	12.2	9	12.0	31	13.5	-	-	1	0.4
Hispanic	4	5.3	4	1.7	3	4.0	3	1.3	-	-	-	-
Asian American	-	-	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-	-	-

Student Selection/Assignment

The participating school districts were asked to provide their methods of student selection and assignment. Most districts reported that a combination of levels were involved in the selection of students for magnet schools. Seven of the 11 campuses (63.6%) indicated their student selection was made at the campus level.

Table 5: Average Years of Teaching Experience for Magnet School Staff

Number of Years	%
0 or less	1.8
1-5 years	16.2
6-10 years	26.3
11-15 years	15.3
16-20	23.0
21+ years	17.5

Six campuses (54.5%) reported the selection of students was made at the district level. One campus reported the process was handled at the subdistrict level. Table 6 illustrates these figures.

Students applying for these individual magnet schools were pulled from different areas of the city. Seven campuses (63.6%) reported students from the entire district applied for acceptance into the magnet school. Three schools (27.3%) indicated their process of student selection included considerations regarding the students' academic scores and/or grade point average (GPA). Two campuses opened their applications to students on a first come/first served basis. One campus, which

Table 6: Student Selection for Magnet School*

Values	N	%
Campus level	7	63.6
District level	6	54.5
County wide	2	18.2
Subdistrict level	1	9.1
Students are children of teachers**	1	9.1

was a performing arts school, held auditions. (Several school districts provided more than one answer.) When the districts were given an opportunity to comment on factors which helped to determine eligibility for enrollment in a magnet school, they reported that the student's residence in a particular community (area) in which the magnet school was located and where the student lived within the district as the factors which most often affected eligibility (Table 7).

For almost all of the schools (72.7%), race plays a major role in their selection of students into their magnet school. The students' interest in the program is the second major criterion considered for more than half of the districts (63.6%). The student's test scores and GPA are considered by less than half of the schools (36.3%). One school factors in the gender criterion for their selection of students. One school indicated that no criteria was used, "any and all students are accepted according to the waiting list" (Table 8).

* *The N totals more than the acutal number of campuses involved because campuses were allowed to give more than one response.*

** *The children of teachers on the campus are given special consideration for selection.*

BEST COPY AVAILABLE

Table 7: Student Eligibility for Enrollment Into Magnet Schools

Values	N	%
Whether or not a student is a resident of the community in which your magnet school is located	7	36.8
Where a student lives in the district	5	26.3
Racial/ethnic make-up of district	4	21.0
First come, first served	1	5.3
Grade point average	1	5.3
Anyone can apply	1	5.3

Table 8: Magnet School Student Criterion for Selection

Values	N	%
Race	8	72.7
Interest	7	63.6
Test Scores	4	36.3
GPA	4	36.3
Ethnicity	3	27.3
Aptitude	2	18.2
Gender	1	9.0

The "creaming effect" produced by magnet schools whereby they seem to draw the best and brightest students from non-magnet school campuses is sometimes reported in research on desegregated settings. If the "creaming effect" exists in the districts surveyed, based upon the data, the "creaming" does not occur because biased criteria are used to determine who should be assigned to a magnet school. Appropriate race and interest are the criteria most often used by campuses and districts surveyed to determine assignment. Based upon interviews with parents and students, they expressed an interest in innovative, enriched learning opportunities such as those provided by the magnet schools. Parents and students who are most interested in highly innovative, enriched learning opportunities and educational settings "cream" themselves for selection into magnet schools based upon that interest.

Student Selection/Enrollment Process

This area examined several issues in the process of enrolling students in magnet schools. The mechanisms for choosing students for magnet school enrollment included: method of enrollment; who makes the enrollment decision; procedures for ensuring balance by race, gender, national origin, and socioeconomic status (S.E.S.); marketing and recruiting procedures; preference of resident to nonresident students; and the appeal process.

The campuses surveyed presented several ways in which students are selected for enrollment. Almost half of the schools (45.4%) indicated students were enrolled

on a first come, first served basis. Three campuses (27.3%) enrolled their students based on a lottery method (which type is not specifically mentioned in the survey). One campus based its enrollment on interviews held with students. Over half of the campuses (63.6%) had a second or other method for their enrollment process such as from within the district, auditions, student competitions, or selection from an existing waiting list (see Table 9).

Table 9: Basis of Student Selection and Those Responsible for Selection

Values	N*	%
Basis of Selection:		
First come, first served	5	45.4
Lottery	3	27.3
Other:	9	81.2
From within the district	4	36.3
Interview	1	9.1
Audition	1	9.1
Submittal of application	1	9.1
Drawn from waiting list	1	9.1
Competition	1	9.1
Those Responsible:		
Principal	5	45.4
Assistant Superintendent of Desegregation	3	27.3
Staff	3	27.3
Central Office	2	18.2
Director of Magnet School	2	18.2

** The total N is more than the real number of schools involved since respondents were asked to note all methods used for student enrollment.*

Those responsible for the selection of students included the principal of the magnet school (45.4%), magnet school staff (36.4%), the assistant to superintendent of desegregation (27.3%), and the director of magnet schools (27.3%). Two schools indicated the principal as the only person responsible for the enrollment of students, and one campus reported the entire school staff selected the students for enrollment.

The campuses were asked to describe their existing policies and practices to ensure a balance between race, gender, and socioeconomic status. Almost half of the respondents (45.4%) reported a racial balance dependent on existing vacancies within a grade level. Three campuses based their racial balance on a court order, while another three campuses (27.3%) indicated a 60/40 balance among races. Over half of the schools (54.5%) reported no policies or practices were applied to achieve a gender balance, and seven of the campuses (63.6%) indicated having no policies for a balance of socioeconomic status (see Table 10 on page 28).

Methods most often used for marketing and recruiting students into the magnet schools include newspapers, person-to-person contact, and video. Other means of advertising and recruiting students by the districts included holding a city-wide

BEST COPY AVAILABLE

Table 10: Policies and Practices to Ensure a Racial, Gender, and Social Economic Status Balance

Values	N	%
Racial Balance		
Depends on the existing vacancies within a grade level.	5	45.4
Under a court order to comply.	3	27.3
To attain a 60/40 balance among races.	3	27.3
Students of all races can apply with no set balance considered.	2	18.2
A 40 Anglo American/40 African American/ 20 Hispanic ratio is attempted.	1	9.1
Gender Balance		
No policy exists for this issue.	6	54.5
Students of all races can apply with no set balance considered.	2	18.2
Depends on the existing vacancies within a grade level.	2	18.2
Attempts are made to solicit male students.	1	9.1
S.E.S. Balance		
No policy exists for this issue.	7	63.6
Students of all races can apply with no set balance considered.	3	27.3
Depends on the existing vacancies within a grade level.	1	9.1

reception or school fair or having an information booth at a local mall. Over half of the campuses (54.5%) reported not having a preference of enrolling resident versus nonresident students. Campuses reported the basis for eligibility for enrollment included one or more of the following considerations in the following order (as reflected in Table 8): whether or not a student lived in the community where the magnet school was located, where the student lived within the district, and the racial/ethnic makeup of the district. Also, more than half (54.5%) of the campuses indicated their school did not have an appeal process for the selection

Table 11: Total Students on Waiting List

Values	Male		Female	
	N	%	N	%
Anglo African	325	11.5	281	10
African American	983	34.9	979	34.7
Hispanic	114	4	134	4.8
Asian American	-	-	1	*
Native American	-	-	-	-
Total	**1422**	**50.5**	**1395**	**49.5**

*Less than 1 percent.

and enrollment of students. The districts which maintained waiting lists (N=5) had a total of 2,817 students on them. Most of those students on these lists were made up of African-American males (34.9%) and females (34.7%). Table 11 illustrates the make-up of the waiting lists.

Three of the 11 campuses (27.3%) reported the goal of their magnet school was to maintain the court ordered ratio of 40-40-20 racial composition. Eighteen percent (18.2%) indicated their goal as a magnet school was to attain at least 50 percent to 55 percent African-American population. Another 18 percent (18.2%), reported their goal as a magnet school was to have their students learn to live in harmony and learn about the different cultures.

Table 12: Radical/Ethnic Goals of Magnet Schools

Values	N	%
To teach all students of individual cultures.	3	27.3
To maintain a balance of 40% Anglo American/40% African American and 20% Hispanic.	3	27.3
To maintain a 50-55% African American balance.	2	18.2
To close the achievement gap between races.	2	18.2
To maintain the school's racial make-up as with the community.	1	9.1
To maintain a 60% Anglo American and 40% African American racial balance.	1	9.1
To improve student performance of tests.	1	9.1

The enrollment requirements for selection into magnet schools vary. Magnet school staff attempt to create diverse student bodies through various advertising methods to market their schools and attract students from all races and backgrounds. Enrollment waiting lists show much higher numbers of minority students than their majority counterparts. The reasons there are fewer majority students on enrollment waiting lists could not be determined from responses to the survey.

A partial response to the question about why there are so many minority students on waiting lists in those districts involved in the study rests in the responses of minority parents during the on-site interviews. Based upon their reports during these interviews, minority parents stated that they wanted the academic benefits they perceived to exist in magnet schools. They perceived magnet schools to be better schools. They wanted quality schooling for their children as much as do the majority parents who were interviewed.

Student Ratios

The teacher/student ratio of the 11 campuses in the magnet school study varied from five to 30 students to one teacher. Almost half of the schools (45.4%) indicated their student/teacher ratio was different from other campuses, however, no explanations for these differences were given.

From written reports, there appears to be a difference in the teacher/student ratios between magnet schools and non-magnet school campuses. While six of the cam-

puses reported ratios the same as non-magnet school campuses, the support these campuses and all magnet school campuses received through parent and community volunteers greatly affects adult/child ratios. Even when teacher/student ratios are the same, the additional support the magnet school staff receive from adults who volunteer on the campus gives the appearance of lowering the ratios when compared to non-magnet school campuses.

Curriculum

The goal in studying this area was to determine the degree to which districts and campuses perceived their endeavors as furthering the goals of desegregation by providing innovative learning opportunities in a racially and culturally diverse setting. It is quite possible that the respondents assumed that, since their campuses were created to further desegregation efforts, the curricular goals should be realized for all students irrespective of race, sex, or origin.

Campuses described their goals as strengthening scores and increasing achievement test results, preparing students for post-secondary school, allowing students to explore career options, presenting opportunities to explore emerging technology, promoting advanced learning skills, providing for the social, emotional and physical needs of students, and enhancing basic skills to close achievement gaps.

Nine of the campuses (81.8%) reported that their districts had a policy on multicultural education, although in those instances where a specific policy did not exist, the campuses reported that teachers are encouraged to incorporate pluralism into their courses. It appears that even in the absence of a specific policy, magnet school campuses become involved in multicultural education by including pluralism in the core curriculum (72.7%), creating programs that foster brotherhood and sisterhood (18.2%), celebrating culturally relevant holidays (18.2%), bringing in outside resources and guest speakers (9.1%), and establishing committees on multicultural education (9.1%).

The magnet schools took advantage of the opportunity to provide unique features in their curriculum. In addition to the specialization or emphasis on multicultural issues within the curriculum, the campuses reported a range of unique features, including offering a wide range of creative electives (54.5%), advanced level and college preparatory programs (27.3%), encouraging students to conduct independent study and learning (27.3%), using certified professional instructors in specialized areas of the magnet school theme (18.2%), not issuing grades from the kindergarten through fifth grade (9.1%), parental support programs (9.1%), and a student newspaper (9.1%). Additionally, eight (72.3%) of the campuses provided training in career areas in which there is projected to be an increasing job demand in the labor market. The campuses perceived themselves as giving their students an edge by providing up-to-date courses and curricular offerings.

Magnet schools pride themselves on the uniqueness, range, and depth of the curriculum they provide their students. It seems clear that they see the goal of the magnet school theme is to prepare students to meet the challenges of post-secondary school and the world of work. They also find it important to prepare their students to operate in a pluralistic world. It appears that culturally relevant learning opportunities are added to the basic curriculum rather than being infused into the fundamental structure of the curriculum. The IDRA DAC-SCC could not make

a determination about the significance of the effect upon students as a result of such practices beyond what the campuses reported in the Student Outcomes section.

Magnet School Image

All of the campuses responded positively on the topic of magnet school image. Royster *et al.* (1979) noted that a magnet school's appeal to Anglo-American and African-American students is related to its image or reputation as an excellent school, having a combination of good students and a strong special program. Survey respondents reported that their magnet schools had a positive image in their community. The campuses also reported that students demonstrated success in their overall academic achievement, their performance on standardized tests, their success after leaving the magnet school, the number and kinds of awards they received, the way that they handled themselves socially (showing courtesy and respect), and the fact that community businesses wanted them as employees due to their attendance at a particular magnet school.

During the interviews, the students generally perceived their schools as having a positive reputation which makes them feel honored to be a part of the school. As a magnet school student they feel they are expected to "be a cut above" other students. Many students reported that due to their attendance at a magnet school, they are very often viewed by other non-magnet school students as smart, "nerds," different and/or special. Because they attend a magnet school, they said they feel obligated to work hard and they wanted to achieve and excel. Comments about their school being "the best" were heard during all of the on-site interviews.

Parents commented similarly. They wanted their children to attend the magnet school - some were even willing to "camp out" in advance in order to register their children for a particular school. They perceived the magnet schools as safe and academically challenging, with good leadership, better teachers and students, a good reputation, a disciplined environment, and good equipment and materials. They see the school as being highly respected by others in their communities. Moreover, they feel this has an effect on how both parents and students behave.

During the interviews, both majority and minority students and parents reported that they felt driven to live up to their school's good reputation. Students reported that they wanted to achieve and that it was important to conduct themselves in an admirable way both in their general behavior and in their academic performance. Parents also felt compelled to live up to the reputation. Parents reported that because the school's staff members gave "so much," the parents had to also lend their support to the school. They described a personal connection with the school in terms of pride, a sense of loyalty, and a sense of commitment to the school's continued success.

Both majority and minority parents and students described the curriculum as challenging, strong, including a wide variety of courses and labs, comprehensive, self-paced, fostering healthy competition, stressing higher order thinking skills, research, study, and organization skills. The students also noted that while the curriculum was "hard" (many students commented about how much tougher their magnet school experiences had been as compared to their non-magnet school experiences), it was also fun, enjoyable and worthwhile. One student commented,

"All schools should be like this." When students commented that some courses were "boring," in no instances did this comment refer to the magnet school specialty. By the student reports, some of their required courses were boring when they were presented in "typical" or traditional ways. They enjoyed learning more when these courses were presented through innovative and creative methods.

When students and parents were questioned in the interviews about how the magnet school would prepare the students for future success, they reported that their children were learning important skills which they felt would help them for the rest of their lives. Parents said that their children were learning self discipline, independence, time management, how to set and reach goals, high self-concept and esteem, how to think, plan and prepare, and how to work together in diverse groups as well as maintain their individuality. Parents also felt that their children were learning citizenship skills, responsibility and strong social skills which would help them grow into well-rounded adults. They appreciated that their children were learning how to be cross-culturally tolerant and to work with diversity.

The students reported that they learned how to take risks and handle responsibility which would be important for future success. They also commented that their advanced classes, and the challenge of the courses generally, would better prepare them for the next level of school. The curriculum helped them, they felt, to be independent, make choices, practice good study skills, be good time managers, set priorities, and "have good values like working hard, trying, not giving up, being tolerant, learning and striving for success."

During the interviews, when asked about their perceptions about administrative leadership style parents responded that the principals were open and receptive, willing to listen and communicate, firm and fair, accessible, doing what was necessary to get the job done, allowing for individual freedom of expression, providing resources for people to do their jobs, willing to "pitch in and help," allowing others to participate in decision-making, and having a strong belief in the students. Students described their principals on these campuses as respectful, the best in the world, willing to listen to them and work with them, encouraging, and "being there for them." The students were also asked to comment on their teachers' style. They said their teachers were helpful, supportive and willing to make time for them. They saw their teachers as wanting them to do well and to strive to be their best. They generally did not see their teachers as putting limitations on them, although the staff maintained appropriate boundaries where behavior and discipline were concerned. They saw their teachers as fair and reasonable, energetic, "willing to go the extra mile," willing to take time to explain and willing to help the students as much as they could. The students saw their teachers as experts in their fields.

The campuses reported on the survey that their staff promoted a positive school image through word of mouth, advertising through campus newsletters which were distributed to parents and the community, through their interactions with the community and other forms of public relations, by the number and kinds of awards they received, and through the ongoing professional growth they pursued in various programs. The schools reported that their fair and equitable treatment of students was generally known by the community.

During the interviews, the staff representatives described the school's images in terms of the kinds of results the school was known to produce. They described

their school as having the reputation of being the "best in the district," having high test scores, having a waiting list because parents wanted their children to attend the school, having other schools in the district "being jealous of them," being racially tolerant, and having a staff which was highly respected for the results they produced for students.

The staff saw themselves as committed to the students and to their success. They felt good about themselves and about being a part of the school. They wanted to live up to the reputation they had. They saw themselves as willing to work hard, be professional and be enthusiastic. Many of the staff members commented on their qualifications, including the fact that there were a number of staff members with doctorates. The staff members also felt a sense of pride at being part of their respective magnet school staff.

The staff members generally saw the magnet school curriculum as strong, comprehensive, integrated, specialized, and "on level" or "above level." Staff at the lower grade levels felt good about the fact that their students would be prepared to operate successfully at higher grade levels whether or not they were in a magnet school. The high schools staff members were confident that the preparation their students received adequately prepared them for college.

When asked about how the schools prepared students for future success, the staff members commented that students received many opportunities to practice higher order thinking, time management, study, social, and other skills. They saw themselves as teaching students citizenship skills and responsibility as members of a cross-cultural, interracial society. Students have opportunities to practice social and group interaction skills and have a sense of democratic participation, as well as cultural tolerance and respect. The staff members felt the opportunities they provided students to practice leadership, and to be self initiators, independent, self directed, and self-disciplined, would be useful for future success.

Staff members also described their reactions to and perceptions of their campus leaders. Generally, they saw their principals and the front office staff as professional, respectful proponents of shared decision-making. They were described as very supportive and as good examples of true leadership. Several individuals commented specifically on the fact that their principals knew how to "hire good people and then let them do their job." Many commented on their principals' desire to get involved and to motivate them. The principals were described as charismatic, energetic, open, receptive, listeners, good communicators, and non-threatening. The staff also reported that their principals practice shared decision-making, good delegation skills, and total quality management. All of the staff members reported that their principals were very visible within the school and were always accessible to parents.

From the surveys and on-site interviews, it appears that staff, students, and parents felt very good about their being a part of magnet schools. It is also apparent that because their schools were viewed as effective, well-run, and productive places, everyone involved was highly motivated to give their best in support of the school. Students, in particular, felt highly motivated to do well. Each of these groups also manifested positive perceptions about each other, perceptions which, while they might have been critical in some respects, recognize the necessary and worthwhile traits each possessed. While it is quite possible that these same traits might not be viewed as worthwhile in an unhealthy school setting, in the magnet schools stud-

ied, traits – such as strong adherence to rules of behavior, an adherence to expectations for meeting high standards, open and candid communication between and among staff, students and parents – were viewed as entirely necessary. Magnet schools encouraged and nurtured such ways of thinking and behaving, and the payoffs were evident for all parties concerned. People on these campuses demonstrated high trust and regard for each other. They were proud of their reputations as caring, concerned places and were willingly work to keep up that spirit. One teacher summed it up by saying, "I don't want to be any place else. I like the way this place makes me feel."

Physical Environment

The examination of this area was to determine what accommodations districts made to support the themes of the magnet schools and general success of the students. The IDRA DAC-SCC asked the campuses to describe the use of technology, specialized equipment that supported the magnet school theme, unique environmental features that supported the theme, square footage per student, and general aesthetic appearances. According to their reports, these campuses used a wide variety of specialized equipment and specialized laboratories to support the magnet school theme. The equipment and labs were an integral part of the theme and were accessible to all students on campus. None of the campuses reported they were short of necessary equipment to support the theme, but generally wanted additional equipment to enhance their existing programs. Seven of the 11 campuses reported that their schools were locally funded, and four received funding from state and/or federal sources. The IDRA DAC-SCC could not determine how much, if any, of a burden was placed upon non-magnet schools in the districts to equip the magnet schools. From the written surveys it appeared, however, that a considerable amount was allocated to support the themes of the magnet schools, particularly when those themes were focused on technical pursuits.

Computer technology was also reported as an integral part of the curriculum. The magnet school campuses reported that they used computer technology to meet instructional goals in traditional basic skills, to reinforce skills in all subject areas, to teach basic computer literacy, to reinforce writing skills, and to review for testing. Additionally, they reported that technology of all types was used to create presentations, to conduct research, to critique performances and other presentations unique to the school's specialty, and to access network programs as a part of distance learning.

When the IDRA DAC-SCC asked if the schools had any unique physical and environmental features, more than half (54.5%) of the campuses answered affirmatively. These unique features, in all instances, supported the magnet school theme and were perceived by the campuses as features that added to the school's attractiveness and attraction.

The campuses described the attractiveness and aesthetic appearance of their schools as pleasant, spacious, well maintained, well decorated, and new or "vintage." The campus sites were viewed as aesthetically pleasing places to be, and, even when they were old facilities, the terms used to describe the facilities projected a desirable character. Likewise, 10 schools described environmental conditions such as lighting, air conditioning, and ventilation as very good to excellent. Only one campus said that its environmental factors were average. Campuses generally felt

that these conditions contributed to the ability of students and staff to perform effectively and not be distracted by an uncomfortable environment. One other factor that made the environment more conducive to learning was the amount of space students had in which to learn. Six campuses (54.5%) responded to this item on the survey. Five (45.4%) reported that there was more square footage per student than on non-magnet school campuses.

The physical environment, including its appearance and maintenance, was very important in magnet schools. It was viewed as important for effective learning to occur and, therefore, had considerable attention paid to it. Magnet schools appear to work hard to ensure that the learning environment also has the tools and equipment needed for learning by providing computer technology, audio visual equipment such as televisions and video cassette recorders, laboratories and appropriate spaces for practice, exploration and inquiry and then to seek funding, using all available sources, to make these elements available to their students. The magnet schools surveyed also tried to give students ample space in which to learn.

Student Outcomes

The IDRA DAC-SCC wanted to know what impact, if any, there would be on students having an experienced, committed, and skilled staff, using an innovative, comprehensive curriculum, in an environment that was pleasant, well maintained, and equipped. This section examines achievement outcomes, retention outcomes, interpersonal outcomes, self-concept and self-esteem outcomes, and educational/career pursuits beyond the magnet school setting. The campuses reported achievement data in various ways, depending upon how they collected such information and maintained records. We have chosen to include achievement data that could be reported consistently across several campuses and districts. The data provided by one campus were not included in this analysis or discussion.

Three campuses were able to report results on national standardized tests for their students. One campus reported a 75 percent success rate for all students at all levels on the Norm-referenced Assessment Program for Texas (NAPT), although they were not able to provide a breakdown of students by race and gender. A second campus reported that 80 percent of Anglo-American students, 72 percent of all African-American, and 80 percent of all Asian-American students were successful in passing all sections of the California Achievement Test (CAT). A third campus reported that 86 percent of Anglo-American students, 73 percent of African-American students, 68 percent of Hispanic students, and 73 percent of Asian-American students were successful in passing all sections of the CAT. Figure 1 in Appendix B illustrates these results.

Four campuses reported on state-administered standardized tests for their students. One campus reported that 85 percent of Anglo-American students, 63 percent of African-American students, 83 percent of Hispanic students, 80 percent of Asian-American students, and 80 percent of Native-American students passed all portions of the test. A second campus reported that 70 percent of students passed the writing portion of the state-administered test, while 83 percent of students passed the reading portion, and 87 percent of students passed the mathematics portion. A third campus reported that 70 percent of their students passed all sections of the state-administered test. None of these campuses provided a breakdown of student success by race. The last campus reporting on student performance on a state-

administered test reported that 88 percent of Anglo-American students at the third grade level were successful on the reading portion of the test, while 67 percent of African-American students achieved success. Eighty-two percent of Anglo-American third graders were successful on the mathematics portion of the test, while 67 percent of third grade African-American students successfully passed the test. At the sixth grade level 92 percent and 87 percent of Anglo-American students successfully passed the reading and mathematics portion of the state test respectively, while 67 percent and 93 percent of African-American students successfully passed the state test in reading and mathematics, respectively. Figures 2 through 5 in Appendix B illustrate these data.

Most of the secondary campuses were able to provide grade point averages for their students. Mount Talent High School in the Medearis School District reported that approximately 33 percent of their students were on the honor roll, maintaining a 3.0 to 4.0 average on a 4.0 rating system.

Using a 4.0 rating system, Williamsburg Middle Magnet in the Hope Unified District reported that their sixth grade Anglo-American students maintained a GPA of 3.24, sixth grade African-American students had an average GPA of 2.9, and Asian-American students averaged 3.67. At the seventh grade level, the GPAs were 3.09, 2.79, and 3.34 for Anglo-American, African-American, and Asian-American students, respectively. At the eighth grade level, the averages were 2.91, 2.79, and 3.8 for Anglo-American, African-American, and Asian-American students, respectively (see Figure 6 in Appendix B).

Williamsburg Magnet High School in the Hope Unified District reported ninth grade GPA averages of 3.15, 2.62, and 3.48 for Anglo-American, African-American, and Asian-American students. At the 10th grade, the average GPAs were 3.08, 2.9, and 2.88 for Anglo-American, African-American, and Asian-American students, respectively. The 11th grade GPAs for Anglo-American, African-American, and Asian-American students are 3.14, 2.83, and 3.35, respectively. At the 12th grade, the GPA's for these same groups in the same respective order were 2.93, 2.78, and 3.01 (see Figure 7 in Appendix B).

With 100 percent being a perfect grade, the Learning Tree Middle Magnet in the Camelot School District reported the following average GPAs for the seventh grade students: Anglo-American, 81.5; African-American, 82.2; Hispanic, 82.8; Asian-American, 83.5; and American-Indian, 83.9. For eighth grade students the GPA's were reported as follows: Anglo-American, 86.2; African-American, 84.3; Hispanic, 83.3; Asian-American, 83.9; and Native-American, 71.2 (see Figure 8 in appendix B).

Finally, the Arts High School in the Camelot School District reported average GPAs for Anglo-American, African-American, and Hispanic students at the ninth grade level, as 86.9, 84.5, and 83.5, respectively. At the 10th grade level, the respective GPAs for Anglo-American, African-American, and Hispanic students were 90.0, 84.4, and 84.3. The respective GPAs for the same groups at the 11th grade level, were 90.6, 88.1, and 85.2. The 12th grade GPAs for the same respective groups were 91.2, 85.3, and 81.8 (see Figure 9 in Appendix B).

Even on magnet school campuses, there appear to be consistent and persistent gaps in achievement measures between majority and minority students, whether they are in scores on national standardized tests, state norm referenced tests, or

BEST COPY AVAILABLE

grade point averages. In the on-site interviews most districts commented with some sense of pride about their students' achievement surpassing that of other students within the district, or in other districts, in some instances. While achievement may be higher for all students on magnet school campuses, relative, and persistent gaps between students across race appear to occur.

The IDRA DAC-SCC surveyed the campuses on retention/dropout rates. Retention referred to students who stayed at the magnet school until completion. A dropout referred to a student who left the magnet school before completing all grade levels. This student may not have necessarily left the district.

Six campuses provided information in this area. It appears that magnet schools do have retention and holding power. Mount Talent High School reported that it retains 99 percent of its Anglo-American and African-American students. The Learning Tree Elementary School reported a 100 percent retention rate. The Arts Magnet High School reported a 99 percent retention rate for Anglo-American students and a 100 percent retention rate for African-American, Hispanic, Asian-American, and Native-American students. It also reported a 96 percent retention rate for male students and a 100 percent rate for female students. Furry Rock Montessori Magnet retained 97 percent of its Anglo-American students, 99 percent of its African-American students, and 100 percent of its Hispanic, Asian-American, and Native-American students. Williamsburg Middle Magnet reported a retention rate for its Anglo-American and African-American students at 98 percent. Williamsburg Magnet High School reported a retention rate of 93 percent for both Anglo-American and African-American students. Figures 10 and 11 in Appendix B illustrate the data.

Magnet schools were asked to describe activities they used to foster good interpersonal and cross-cultural relations. All campuses reported on this item stating that they used activities such as class meetings, socialization skills, conflict resolution skills, peer mentoring and counseling, team building and cooperation, field day activities, and extracurricular activities to promote good relations among students. Parents, students, and staff substantiated these activities as the kinds of factors that helped to achieve and maintain positive intergroup relations.

Student self-concept and self-esteem was another outcome area that was surveyed. All campuses reported in this area. While no campus had documentation from the administration of any kind of self-concept measures, campuses did report teacher observations, decreased suspension/expulsion rates, increased and/or high retention rates, improved test scores, and anecdotal evidence that their students had better self-concepts and higher self-esteem. Comments provided by students, in particular during the on-site interviews, also gave credence to the possibility that students do feel better about themselves and how they fare on magnet school campuses.

One final survey area of student outcomes at magnet schools examined student follow-up activities. Five campuses responded to this item on the survey, including all of the high schools and one middle school involved in the study.

Williamsburg Magnet High School reported that over 95 percent of its graduates continue their education at the college and university level. Williamsburg Middle Magnet reported that by word of mouth, it knows "that most of [its] students pursue a college career."

Arts High School reported that after graduation, 51.6 percent of its students attended post secondary school, with 46.0 percent attending college full time, 4.3 percent attending college part-time, and 1.3 percent attending business or technical school. It also reported that 9.3 percent were employed full-time, 1.9 percent were in the military, 1.2 percent were unemployed, and 1.2 percent were full-time homemakers (see Figure 12 in Appendix B).

Mount Talent High School reported that 65 percent of its 1992 graduates entered college. The school did not report any additional information beyond that percentage.

Royal High School reported that "many" of its students start college but drop out after one year. Many of the students start college, drop out (many for financial reasons), and then return to college within five years. The school also reported that "many" of its students go to college on full scholarships.

What magnet schools do for students appears to work and work well. From the campuses surveyed, student achievement on national standardized tests, state and referenced tests, and overall grade point averages are high and may, in most instances, be higher than the same outcomes for non-magnet school students. Magnet schools also reach high levels of success on intergroup and cross racial relations. These schools plan for positive intergroup relations and appear to reap results for staff, students, and parents. Although magnet schools surveyed did not have direct evidence on improved self-concept and self-esteem through the use of specific instrumentation, they were able to point to anecdotal evidence to demonstrate that students do feel good about themselves and their ability to do the things schools require. This is seen in secondary evidence such as high retention rates, decreased disciplinary actions, improved achievement outcomes, and teacher observations. Magnet schools can also point with pride to the high numbers of students who go on to post secondary schooling, including colleges, universities, business schools and technical schools.

The magnet schools surveyed could point to evidence that what they do with and for students produces positive and desirable achievement outcomes and cross-racial/cross-cultural outcomes. They present their evidence with a strong sense of pride and belief that what they do works in terms of reaching the goals of desegregation, and they are willing to present themselves as models for how best to accomplish these goals.

Student Support

This area focuses on services that ensure students' physical, psychological, and emotional needs are met. While these services may be general or personal in nature, they serve to support students' continued involvement and success in a given school setting.

Campuses reported that, at a minimum, they provide required services in counseling and guidance. Beyond that, however, the majority of magnet school campuses were able to describe unique features they felt were above and beyond what non-magnet schools provided. These activities included opening schools earlier and keeping them open later to accommodate students who needed to study or practice, establishing student support teams, providing magnet specialists who coun-

sel, and creating lower student/teacher ratios that allow teachers to provide more frequent one-on-one guidance to students on program and course selection. Magnet school campuses also reported that the services they provide students were more comprehensive than those which non-magnet schools provided to their students. They reported that they could give more individualized attention and spend more time with students in guidance and counseling.

Magnet schools reported that they provide considerable tutoring support from paraprofessionals, teachers, peer tutoring, and volunteers for students in all subject areas. It could not be determined how different this activity was from non-magnet school campuses. However, during the on-site interviews, all school staff reported on the amount of teacher tutoring taking place.

The secondary support services such as medical or financial assistance at magnet schools were not different from those provided by non-magnet school campuses. However, magnet schools reported that when fees were required for participation in magnet school specialty areas and students could not afford to pay them, the fees were waived or supplied by school support groups, PTAs, community support groups, or through business partnerships.

Seventy-two percent of the schools reported that they provided some kind of buddy system for students. These buddy systems consisted of "guardian angels," mentoring programs, new student mentors, former student mentors, teacher mentors, and advisor/advisee programs.

Only two of the campuses provided formal extended-day services, and none of the campuses provided child-care services. Child-care was only provided in support of parent involvement efforts.

Magnet school campuses are able to describe the difference in support services mainly in the area of guidance and counseling. Students appear to receive a good deal of individualized attention and assistance on magnet school campuses from teachers, students, and volunteers in an effort to help students achieve academic success and to orient them to the school. The IDRA DAC-SCC could not determine if any such programs existed on non-magnet school campuses in the same districts, but the perception of respondents was that students on magnet school campuses received more individualized attention and support than their non-magnet school counterparts. It may be a school image issue, but, once again, it is an image strong enough to make parents want their children to attend the magnet schools. There were no major differences in secondary support services beyond the area of guidance and counseling offered in magnet schools compared to non-magnet schools.

Race Relations

All the campuses were asked to discuss race relations between staff and parents, staff and students, staff and staff, and students and students. When asked to describe race relations on campuses, schools reported "normal incidents of racial tension." They defined "normal" as the expectation that when people of different races get together, there might be some tension, but that the ensuing tension was minor. Several groups did not perceive race as a major issue. They felt that while students very often socialized in their own racial groups, intergroup relations were

not affected.

Many groups prided themselves on the small number of racial incidents on campus, particularly when compared to non-magnet school campuses. Staff, students, and parents attributed the low incidents of cross-racial tension on campus to many factors, including:

1. Encouraging cooperation;
2. Stressing tolerance, particularly racial tolerance;
3. Valuing the understanding of different races and cultures;
4. Working things out through conflict resolution;
5. Teaching high respect and regard throughout the curriculum;
6. Teaching students how to choose friends based upon personality, not race;
7. Teaching parents to work with each other in support of the campuses, even though they are racially different.

One interviewee asked, "Why hasn't it always been this way?" It is interesting to note here that most people interviewed chose to attribute student tensions and disturbances to "kids just being kids," rather than to race. Three interviewees felt that the media tried to make racial incidents out of situations that are simply a matter of "kids being kids."

When IDRA DAC-SCC staff asked what kinds of activities helped foster good race and interpersonal relations, staff, students, and parents listed many activities they felt contributed to the positive race relations including:

1. All students across races get recognition for the work they do;
2. Biracial teams and/or multicultural teams monitor race relations to prevent racial incidents;
3. Parents receive training in race relations and racial tolerance;
4. Student activities such as clubs and other extracurricular activities, help students socialize and learn to get along;
5. The curriculum is multicultural and stresses pluralism;
6. The curriculum stresses democratic notions such as equality;
7. Teachers regularly discuss issues of race with their students;
8. Cooperative classroom work groups are interracial and heterogeneous so students can learn to work together;
9. Cultural and ethnic holidays are practiced on campus;

10. The success of all students is the paramount issue on campus;

11. Strong principal leadership sets a positive tone for good race relations.

It appears that race relations are viewed as positive when all parties involved in the school jointly focus on creating conditions for good race relations. Positive intergroup relations do not happen by default. Everybody, including staff, students, and parents, have to work at creating them. Activities must be planned and carried out both inside and outside classrooms. Good race relations must be stressed throughout the formal and informal curriculum.

The magnet schools that the IDRA DAC-SCC studied put forth a deliberate effort in the area of race relations to ensure success. Individuals looked upon their efforts and the subsequent results as positive, desirable, worthwhile, and a necessary part of what they needed to do to serve the best interests of all students on campus. Success was measured by low incidence of racial conflicts, particularly in comparison with non-magnet school campuses. Disruptions were viewed as a matter of normal student conflict, rather than conflict as a result of racial misunderstandings.

Parental/Community Support and Involvement

This category involved several areas of study, including parental involvement, school/business partnerships, and college and university collaborations. In the area of parental involvement, most magnet schools reported that it was good (36.4%) to excellent (45.5%). During the on-site interviews, parents described their involvement as valued by the staff. Often, when compared to non-magnet schools, parents described the level and nature of involvement as unbelievable and extremely effective. Parents reported that their children's awareness of how staff solicited parental involvement made students more conscientious in the areas of school work and overall behavior. The parents felt they could "drop in" at anytime and, therefore, wanted to be present at school whenever possible. Parents commented on some schools going to great lengths to get them involved by providing transportation, babysitting, community outreach programs, and open-door policies. Many parents felt that if parents do not get involved, it was not because their schools did not try, but because some parents simply chose not to be more involved.

Parents also saw communication as open, two-way, and respectful. Parents felt that they could talk to the staff and that they would be heard. They saw the schools as accessible and places where there was trust.

Students perceived that their parents were accepted and encouraged to get involved. They were also aware of notes and calls to their home from staff. They perceived that their parents and teachers were willing to talk and "work things out" when problems arose. They also perceived their parents as willing to contact the school when they felt there was a problem. All groups reported that they would have liked, and that there should have been, more involvement on the part of all parents, but did not attribute any lack of parental involvement to any failures

of the school to attempt to get parents involved.

Staff at the magnet schools saw parents as very active and involved in the schools. They saw parents doing whatever they could to support the school and their children in school. All staffs reported on the good relations they had with parents. They felt comfortable being in contact with parents on subjects that concerned their children. Staff did not mind keeping parents informed about how their children were doing in school because they perceived parents as wanting to know and willing to help them when their children were not performing as expected. The staff perceived parents as concerned about students' success and, therefore, saw parents as their allies. Staff noted that there were parents who did not participate and expressed genuine concern in the interviews about needing to create or find new ways of reaching out to them. They were willing to try incentives, to provide parenting-effectiveness training, and new kinds of parent networks in order to garner more involvement, particularly from those parents who typically did not participate.

Both low-income parents and middle-income parents participated at a higher rate than high-income parents in parent/teacher organizations (72.7%) and in-school activities (63.6%) – such as classroom support, field trips and other travel-related activities, office support, booster clubs, parent/teacher conferences, site-based decision making, and task forces – and monitoring groups (54.5%). The rate of participation for high-income parents was 63.6 percent, 54.5 percent for parent/teacher organizations and 45.4 percent for other activities.

The rate of participation between majority parents and minority parents was comparably high when race was considered. Minority parents were as involved as their majority counterparts in parent/teacher organizations, in-school service, and other activities.

All campuses reported school/business partnerships, including business-sponsored programs and activities, adopt-a-school programs, students working at local businesses or other professional facilities, and funding to support the magnet schools' activities. Several schools reported voluntary assistance from local businesses and public relations support for their campus. Eighty-one percent of the campuses reported collaborating with local colleges and universities, which included activities such as student-teaching arrangements, universities helping with staff development, students participating in on-campus workshops and other academic activities, the use of college equipment and university-based academic competitions. Nine campuses considered such collaborations significant aspects of their programmatic offerings.

Magnet schools described the extent and depth of parental involvement as extremely positive. While some parents still do not participate, it appears to be less demonstrable than in non-magnet schools. Both minority and majority parents participate in very supportive ways, including support for their children's academic success and the various activities that help to make the campuses successful. Low- and middle-income parents demonstrate higher levels of involvement than high-income parents in all areas surveyed, while no group reported involvement below 45 percent. Magnet schools seem to be characterized by strong relations between parents and staff, highlighted by strong, open, trusting communication and regard. Magnet schools are willing to use a wide variety of ways to keep parents informed and involved since staff perceive parental involvement as impor-

tant to the success of the school, its programs, and the students.

This perception appears to hold true for the involvement of businesses and post secondary entities as well. Magnet schools solicit their support and involvement since, in their perceptions, it strengthens the school, its programs, and ultimately, outcomes for the students.

Magnet School/Non-Magnet School Collaboration

The IDRA DAC-SCC was interested in determining the degree to which effective practices and programs were being transferred from magnet schools to non-magnet schools in the districts that were studied. Nine of the 11 magnet school campuses (81.8%) reported that they were able to share practices and programs with non-magnet school campuses in their respective districts. This intradistrict sharing took the form of administrators' attendance at meetings and programs, student and teacher visitations, presentations of programs at non-magnet schools, workshops at non-magnet schools, and academic competitions. While the interdistrict sharing with other magnet schools was smaller, eight campuses (72.7%) reported that they interacted with magnet schools in other districts by conducting interdistrict visitations, sharing information about the operation of their schools, attending conferences involving professional improvement, and exchanging ideas. Seventy-two percent of the campuses reported that their specific magnet-school theme had not been adopted by non-magnet schools, although some of the innovative practices and teaching/classroom methods had been adopted to some degree.

Regarding ongoing communication and relationships with non-magnet schools, the campuses reported a range of responses from no communication to the sharing of resources, ideas, and programs, to attending meetings and workshops with non-magnet schools on a regular basis.

From their reports, it was determined that ongoing communication and relationships were more numerous when programmed through a specific organizational, district-wide structure which allowed for the automatic transfer of effective practices, programs, classroom methods and techniques. The one area where districts allowed for more structured interaction was in staff development. This interaction tended to be magnet school and non-magnet school attendance at predetermined district-wide training rather than magnet school staff training non-magnet school staff in effective practices, or vice-versa.

Although the notion of transferring innovative practices from magnet schools to non-magnet schools is a desirable and worthwhile idea, it does not appear that districts provide appropriate mechanisms for such a transfer to occur. This area of collaboration is often left to "show and tell" activities rather than to the substantive integration of proven programs, methods, and practices into non-magnet settings that might benefit a wider population of students in desegregated settings. If the possibility of such intradistrict transference was ever a secondary intent of the creation of magnet schools, it does not appear to be happening in any significant way. When and where it does occur, it does so because local magnet and non-magnet campuses take it upon themselves to make it happen rather than because more formal mechanisms exist.

Lessons Learned and Promising Practices for all Desegregated Settings

The purpose of this section is to reflect upon the responses to the survey and the on-site interviews that the 11 campuses provided. To be sure, many of the lessons learned could become viable, promising practices for all desegregated settings. They could benefit a larger number of students by producing comparable outcomes for them in non-magnet school settings. The promising practices will be listed by area, in keeping with their order in the magnet school survey. The promising practices reflect the best of good magnet schools.

Staffing

1. Magnet schools generally tend to look for and hire highly experienced teachers, teachers who possess specific skills important to the mission of the school and who have perfected the art of teaching through many years of practice. While the districts surveyed did not deliberately and automatically place the best and brightest teachers on magnet school campuses, the majority of them did give special considerations, even first considerations, to magnet schools in the selection of staffs. These special considerations resulted in magnet school staffs which had many years of teaching experience and which were highly skilled, committed and motivated.

2. When magnet schools hire teachers with only a few years of experience, they look for teachers who are highly skilled and who possess high potential for becoming excellent teachers.

3. Magnet schools value staff development and training as a way of sustaining teacher excellence and maintaining teaching staffs that are current and up-to-date in their disciplines, as well as in the methods and practices for presenting in classrooms.

4. Magnet schools actively recruit teachers who have demonstrated high commitment to students and their success, to the profession of teaching, and to a belief that they can educate students with fairness irrespective of race, national origin, or gender.

5. Magnet schools operate on a premise that any teacher can teach any student regardless of race, national origin, or sex, provided the teacher is qualified, experienced, knowledgeable of the content, committed to the student's success, and valuing of the student, irrespective of their differences.

Student Selection/Assignment

1. Magnet schools generally tend to select any student who demonstrates an interest in learning what the school has to offer.

2. Students who attend magnet schools appear to be attracted to the school by the innovative, enriched learning opportunities that it offers. Because of their own interest, they and their parents "cream" themselves, or self select, to leave non-magnet schools rather than because of any deliberate attempts on the part of districts to separate the best and the brightest.

Student Selection/Enrollment Process

1. Parents want to enroll their students in magnet schools because they perceive that their children will get the best education available in the district in those schools.

2. Magnet schools work hard to create diverse student bodies, even in the absence of policies, because they value the challenge brought about by the diversity in learners.

Student Ratios

1. Magnet schools value low teacher to student ratios because of the increased attention teachers can give individual students in meeting their needs academically, socially, emotionally and psychologically.

2. Even when magnet schools have the same teacher to student ratios as non-magnet schools, magnet schools decrease the effect of the high student to teacher ratio by actively recruiting and using parents and other volunteers in viable ways to support teachers.

Curriculum

1. Magnet schools take pride in and value unique, innovative curriculum or approaches to curriculum that are comprehensive, challenging, and advance the development of higher-order thinking, decision-making, problem-solving and creativity.

2. Magnet schools value culturally relevant curriculum enough to add on and, in some instances, integrate multicultural themes and activities into the curriculum.

3. Magnet schools value the use of labs, exploration and experimentation as well as hands-on opportunities for learning. They work to provide as many of these types of learning experiences as possible.

4. Magnet schools value teaching strategies and diverse grouping strategies that allow students to interact with each other as they learn.

Magnet School Image

1. Magnet schools value the importance of projecting an image of success to parents, students and the community.

2. Staff, students and parents on magnet school campuses believe in the effectiveness of their campus regarding how it is operated and the outcomes produced for students, and they are motivated to do and give their best in support of the school.

3. Staff, students and parents have very positive perceptions of each other and trust that each has the other's best interest at heart; therefore they interact with each other in open, communicative, positive, candid ways because they see such behavior as desirable, necessary and worthwhile.

4. Staff, students and parents talk positively about their school and become their campus' best public relations ambassadors.

5. Staff, students and parents feel driven to live up to the image and reputation of the magnet school, which compels teachers to want to teach well, students to learn well and achieve, and parents to support them both by being involved in the life of the school.

6. Magnet schools have administrative leaders who: are open, are receptive, are willing to listen, are firm and fair, are accessible, do what is necessary to get the job done, practice shared decision-making, support teachers' instructional excellence by providing resources and other supports for them, are perceived by students as supportive and encouraging, and are perceived by parents as allies.

7. Magnet schools have teachers who are perceived by students, parents and the community as helpful, supportive, willing to take time to help students succeed, willing "to go the extra mile" to help students, firm and fair, and experts in their fields.

Physical Environment

1. Magnet schools create and maintain pleasant, well-kept learning environments that are well-lighted and appropriately ventilated.

2. Even if magnet schools are located on old campuses, the appearance of the physical environment is not taken for granted but is planned and maintained as a place where learning occurs.

3. Magnet schools acquire up-to-date equipment and materials to support the curriculum and generally have the district's financial support

to this end, even when local money is used to acquire such equipment and materials.

4. Magnet schools usually get their district's support in modifying and adapting the physical environment to meet the needs of the school's theme, goals and aims.

5. Magnet schools integrate the use of computers and technology into the curriculum as important vehicles for teaching and learning, and provide their students with many hands-on opportunities for using technology and developing computer literacy.

6. Magnet schools provide more square footage of space per student than non-magnet schools.

Student Outcomes

1. All students, irrespective of race, generally acquire and sustain higher levels of achievement scores on all measures, perhaps as a result of the attention paid to the confluence of factors surveyed.

2. Achievement gains by students in magnet schools are relative. The persistent gaps in achievement that occur for students by race in non-magnet schools are also evident in magnet schools, even though magnet schools report higher achievement for all students.

3. Magnet schools demonstrate convincing success in fostering positive intergroup and cross cultural relations for staff, students and parents.

4. Students on magnet school campuses exhibit strong self-concepts and higher levels of self-esteem, as evidenced by teacher observations, high retention rates, fewer disciplinary problems, higher achievement outcomes, students' increased capacity to persist, and students' self reports about how they feel they are a part of the campus.

5. Magnet school students tend to value the pursuit of post secondary schooling for improved career and life options, whether that post secondary schooling occurs at a college or university or a technical/business school.

6. Magnet schools report impressively high retention rates for their students. Once a student gains access to a magnet school, the likelihood that he or she will complete the school is more than 92 percent.

Student Support

1. Magnet schools provide multiple opportunities for students to receive appropriate guidance and counseling in one-on-one situations with counselors, teachers and peers.

2. Because of higher numbers of adults on magnet school campuses and lower teacher to student ratios and/or adult volunteerism, students on magnet school campuses receive more individualized attention than do non-magnet school students. The lowered ratio appears to produce positive results.

3. Magnet schools are willing to spend considerable effort to provide tutoring support for students and are willing to use everyone who can provide that support.

4. Magnet schools have the support of parent groups and organizations, community groups and businesses.

5. Magnet schools set up and use practices such as buddy systems, student mentoring programs, and teacher mentoring programs to orient and sustain students in their programs.

Race Relations

1. Magnet schools manage to keep racial incidents and misunderstanding to a minimum because staff, students and parents work at creating and maintaining positive intergroup relations.

2. Magnet schools employ a wide variety of techniques to maintain good race relations, including multicultural monitoring teams, specific training for staff, students and parents in race relations and prejudice reduction, teacher-led discussions in classrooms, the use of multicultural curriculum and teaching democratic principles such as equality and justice. Cooperative classrooms, heterogeneous work and study groups, and strong principal and staff leadership set a tone for good race relations.

3. Magnet schools work at good race relations in all aspects of the formal and informal curriculum, both inside and outside of the classroom.

Parental/Community Support and Involvement

1. Magnet schools value and actively solicit the involvement and participation of parents and community people in the school and in its programs.

2. Magnet schools welcome parents' participation at all levels of the school's operation including classrooms, decision-making, tutoring, guidance and counseling, mentoring, clubs and organizations, task forces, monitoring groups, and parent/teacher conferences.

3. Magnet schools make parents feel welcomed, accepted and involved

in all aspects of the school's operation.

4. Principals make parents feel welcomed and valued in the school by their willingness to listen to and communicate with them and to work with them to resolve problems and to address their concerns.

5. Teachers expend great efforts to keep parents informed about their children's performance, behavior and progress in school.

6. Magnet school staff perceive that all parents are interested in their children's successes and are willing to help them when they are not performing up to expectations.

7. Magnet school staff perceive parents as their allies in the education of their children.

8. Magnet schools actively solicit the involvement of businesses in support of their programs through volunteerism, on the job training and funding.

Magnet School/Non-magnet School Collaboration

1. Magnet schools only take limited advantage of opportunities to share their programs and practices with non-magnet school campuses.

2. School districts do not provide viable organizational structures for articulation and collaboration between magnet and non-magnet schools.

3. The sharing and articulation expected between magnet and non-magnet schools at best exists at the information sharing level. It likely will remain so unless schools consciously and deliberately structure opportunities for such activity.

4. The communication between both kinds of schools tends to be incidental and tentative rather than a planned and focused transfer of effective practices and programs.

5. Mutual and reciprocal staff development does not generally occur between magnet and non-magnet schools. Staff development tends to be of a nature where both staffs attend staff development of a district-wide and general type.

BEST COPY AVAILABLE

POSTSCRIPT

While we realize that magnet schools are unique schooling organizations that are different and set apart from other schools in a district involved in desegregation, we believe that many of the lessons learned about magnet schools can become a part of what all schools do in support of their students.

Much of what takes place in magnet schools can occur in non-magnet schools if districts have a commitment and demonstrate the will to facilitate these promising practices at all schools.

Pockets of excellence existing in a sea of diversity is not the best that we can do. We believe that with the appropriate will and commitment, success in schools is a possibility for all students. We believe that, wherever students may be found, and irrespective of their race, sex, national origin or economic circumstance, they can succeed. What this study has helped us realize is that schools with diverse populations can produce success. This study was not intended to examine non-magnet schools. Nothing should be inferred, since there is nothing implied, or suggested, that only magnet schools have practices and do things that work for *all* students regardless of race, sex or national origin.

If this study has helped to illuminate how some magnet schools translate action into success for all students, then our undertaking has been worthwhile. If it has fallen short of that mark, then we would invite others to get involved to find the answer for excellence in all schools.

We have in no way intended to imply that the schools we studied are perfect or utopian. They, by their own admission, still have a long way to go. Things could be better in many ways. We cannot, however, ignore that much of what they do works in terms of outcomes for diverse students. We think that it is in our collective best interest to adopt those promising practices into the ongoing operations of all our schools.

BIBLIOGRAPHY

Asher, C. (1990). Using magnet schools for desegregation: Some suggestions from research. In Estes *et al.* (Eds.). *Magnet schools: Recent developments and perspectives* (pp. 3-25). Austin, TX: Morgan Printing and Publishing, Inc.

Blank, R.K., *et al.* (1983b). Survey of magnet schools: Analyzing a model for quality education. Final Report for a National Study for the Department of Education, No. 300-81-0420. Chicago, IL: Lowry Associates. (ERIC Document No. ED 236-304).

Brown, E.J. *et al.* (1990). The success of magnet schools: The San Diego experience. In Estes *et al.* (Eds.). *Magnet schools: Recent development and perspectives* (pp. 3-25). Austin, TX: Morgan Printing and Publishing, Inc.

Estes, N., Levine, D.V., and Waldrip, D.R. (Eds.) (1990). Magnet schools: Recent developments and perspectives. Austin, TX: Morgan Printing and Publishing, Inc. (pp. 49-57).

Hawley, W.O. (1981). Increasing the effectiveness of school desegregation: Lessons from research. Cambridge, MA: Harvard University Press.

Levine, D.V. and Campbell, C. (1977). Developing and implementing big city magnet school programs. In Levine, D.V. and Havighurst (Eds.), The future of big-city schools (pp. 247-266). San Francisco, CA: McCutchan.

Maynard, W. (1989). The seattle plan for eliminating racial imbalance. In C.V. Willie, School desegregation plans that work (pp. 119-148). Westport, CT: Greenwood Press.

Metz, M.H. (1986). Different by design: The context and character of three magnet schools. New York: Routledge and Kegan Paul.

Rossell, C.H. (1985, April). What is attractive about magnet schools? *Urban Education*, 20(1), (pp. 7-22).

Rossell, C.H. and Clark, R.C. (1988, April). The carrot or the stick for school desegregation policy? A paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Rossell, C.H., and Hawley, W.D. (Eds.) (1983). The consequences of school desegregation. Philadelphia, PA: Temple University.

Royster, E., Baltzell, C.D., and Simmons, E.C. (1979a, February). Study of the emergency school aid act magnet school program. Final Report. Cambridge, MA: ABT Associates. (ERIC Document No. ED pp. 177-262).

APPENDICES

Appendix A
Research Instrumentation

Magnet School Survey
Fact Sheet

School Name: _____

Fictitious Study Name: _____

District Name: _____

Fictitious District Name: _____

Address: _____

_____

_____

Telephone Number: ( ) _____

Name of Person(s) Competing the Survey:

_____

_____

_____

_____

Magnet School History: Provide a brief background about how and why the magnet school came into being.

Where is the Magnet School located? **Check those which apply.**

____ Rural Setting
____ Urban Setting
____ Suburban Setting
____ Majority Community
____ Minority Community

Check those which apply to your facilities.

____ New facility when the magnet opened
____ Remodeled facility when the magnet opened
____ Old facility, not remodeled when the magnet opened
____ Old facility in good to excellent condition when the magnet opened
____ Old facility in moderate condition when the magnet opened
____ Old facility in poor condition when the magnet opened
____ Other. Explain.

What kind of a magnet situation do you have? **Check those which apply.**

____ Stand alone (The entire campus is a magnet)
____ School within a school (The magnet program is located on a non-magnet campus)
____ Other. Explain.

Theme of your magnet school program:

What is the total number os students who attend your magnet school?

List the number of students in you magnet school by race/ethnicity, and gender.

	Male	Female	Total
Caucasian	_____	_____	_____
African American	_____	_____	_____
Hispanic	_____	_____	_____
Asian	_____	_____	_____
American Indian	_____	_____	_____

How is your magnet school or magnet program funded? **Please check those which apply**

___ Federally Funded
___ State Funded
___ Locally Funded

Describe your district's system of desegregation. **Check all those which apply.**

___ Voluntary
___ Mandatory as a result of court action
___ Mandatory as a result of state action
___ Other. **Please describe.**

Magnet School Survey Questions

I. STAFFING

1. What is the ethnic/racial and gender composition of your school's certified and noncertified staff?

	Male	Female
Caucasian	_____	_____
African American	_____	_____
Hispanic	_____	_____
Asian	_____	_____
American Indian	_____	_____
Total	_____	_____

2. List your certified staff's qualifications in terms of highest degrees held?

	Bachelor Male/Female	Master Male/Female	Ph.D. Male/Female
Caucasian	_____	_____	_____
African American	_____	_____	_____
Hispanic	_____	_____	_____
Asian	_____	_____	_____
American Indian	_____	_____	_____

3. Describe the staff selection process for your magnet school.

4. How does this process differ from non-magnet school staff selection in your district? **Please describe.**

5. What is the average years of teaching experience for your staff? **Please provide answers in percentages**

_____ less than one year
_____ one to five years
_____ six to ten years
_____ eleven to sixteen years
_____ sixteen to twenty years
_____ twenty-one years and above

6. What are your present staffing assignments for all personnel by race and assignment?

Administrators - *including principals, vice principals, assistant principals*

	Male	Female
Caucasian	_____	_____
African American	_____	_____
Hispanic	_____	_____
Asian	_____	_____
American Indian	_____	_____

Professional - *including teachers, librarians, counselors, nurses, specialists, others.*

	Male	Female
Caucasian	_____	_____
African American	_____	_____
Hispanic	_____	_____
Asian	_____	_____
American Indian	_____	_____

Support - *including teacher assistants, teacher aides, clerks, custodians, bus drivers assigned to the magnet school, cafeteria workers, others.*

	Male	Female
Caucasian	_____	_____
African American	_____	_____
Hispanic	_____	_____
Asian	_____	_____
American Indian	_____	_____

7. Describe any unique features for staffing and staffing assignments in your magnet school.

II. STUDENT SELECTION/ASSIGNMENT

8. At what level are student selection and assignments made for your magnet school? **Check those which apply.**

_____ Campus level
_____ Sub-district level
_____ District level
_____ County level
_____ Other. Specify

Describe.

9. Upon what criterion (criteria) does your campus select students? **Check all that apply**.

____ Race
____ Ethnicity
____ Test scores in areas such as math, English and reading
____ Interest
____ Aptitude
____ GPA
____ Gender

10. If your student selection process is different from any options presented above, briefly describe.

III. STUDENT SELECTION/ENROLLMENT PROCESS

11. Regarding student selection, which of the following apply to your magnet school? **Check all that apply.**

____ Interview
____ Lottery
____ First come, first served
____ Other. Please describe

12. Who decides what students are enrolled in your magnet school? **Check all that apply.**

____ Central Office
____ Asst. Superintendent for desegregation
____ Asst. Superintendent for Magnet Schools
____ Director of Desegregation
____ Director of Magnet Schools
____ The magnet school principal
____ The magnet school staff
____ Other. Please specify _____

13. Describe the existing policies and practices in place to ensure racial, gender, S.E.S. balance on your campus.

Racial Balance

Gender Balance

Socioeconomic Status Balance

14. Which of the following media, marketing and recruiting strategies do you use. **Check all that apply.**

____ television
____ radio
____ video
____ newspaper
____ person-to-person contact
____ Other. Specify.

Yes ____ No ____ If yes, describe?

15. Are there any preferences given to enrolling resident vs. nonresident students on your campus? Yes No ____ Explain.

16. Is there an appeal process for selection and enrollment in your magnet school?
Yes ____ No ____ **If yes, please explain.**

17. Which of the following is the basis for determining a student's eligibility for enrollment in your magnet school? **Check all that apply.**

____ The racial/ethnic make up of the district
____ Where a student lives in the district
____ Whether or not a student is a resident of the community in which your magnet school is located
____ Other. Please explain.

18. What are the racial /ethnic goals of the school? **Please explain.**

19. How many students are on a waiting list to enroll in your school or program?

	Male	Female
Caucasian	_____	_____
African American	_____	_____
Hispanic	_____	_____
Asian	_____	_____
American Indian	_____	_____

20. What are the percentages of resident and nonresident students attending your magnet school?

Resident _____
Nonresident _____

21. If your magnet school has a neighborhood attendance zone, what percentage of the students come from outside that zone? _____

IV. STUDENT RATIOS

22. What is the student/teacher ratio in your school? _____

23. Is the student/teacher ratio in you magnet school the same as in non-magnet schools in the district. Yes ___ No ___ **If different, please explain.**

V. CURRICULUM

24. Given the theme for your magnet school, how would you describe the goal of the curriculum?

25. Does your district have a policy on multicultural education? Yes ___ No ___ **Please explain.**

26. How does your magnet school address multicultural education in the curriculum?

27. Give a general description of your magnet school curriculum?

28. What are the unique features of the magnet school curriculum?

29. Is your school providing training in areas in which there is projected to be an increase in occupational demands? Yes ___ No ___ **Please explain.**

VI. MAGNET SCHOOL IMAGE

30. How do the students at your school portray an image of success? **Give examples.**

31. What is being done by your staff to promote a positive image of your magnet school?

VII. PHYSICAL ENVIRONMENT

32. What specialized equipment do you have to support your magnet school curriculum? (e.g. math lab, computers, dental lab, television room, aerospace lab) **Please list.**

33. How does your school use technology for instruction? **Please explain.**

34. Does your school have any unique physical and environmental features? Yes ___ No ___ **If yes, please explain.**

35. How much square footage per student does your school have?

36. Is the square footage per student more or less than in non-magnet schools?

More _____
Less _____

37. Describe the aesthetic appearance of your school.

38. Describe the environmental conditions of your school in terms of lighting, heat and ventilation? **Use the Leikart scale to rate these conditions with five representing excellent and one representing poor.**

Lighting	5	4	3	2	1
Heating	5	4	3	2	1
Ventilation	5	4	3	2	1

VIII. STUDENT OUTCOMES

39. Provide standardize test scores on state, and national tests by race/ethnicity, gender, grade level, and name of test. Provide both the scale score and the percentile score, if available.

State Test Name: _____
Grade level _____

	Scale Score		Percentile Score	
	Male	Female	Male	Female
Caucasian	_____	_____	_____	_____
African American	_____	_____	_____	_____
Hispanic	_____	_____	_____	_____
Asian	_____	_____	_____	_____
American Indian	_____	_____	_____	_____
Total All Races	_____	_____	_____	_____

State Test Name: _____
Grade level _____

	Scale Score		Percentile Score	
	Male	Female	Male	Female
Caucasian	_____	_____	_____	_____
African American	_____	_____	_____	_____
Hispanic	_____	_____	_____	_____
Asian	_____	_____	_____	_____
American Indian	_____	_____	_____	_____
Total All Races	_____	_____	_____	_____

State Test Name: _____
Grade level _____

	Scale Score		Percentile Score	
	Male	Female	Male	Female
Caucasian	_____	_____	_____	_____
African American	_____	_____	_____	_____
Hispanic	_____	_____	_____	_____
Asian	_____	_____	_____	_____
American Indian	_____	_____	_____	_____
Total All Races	_____	_____	_____	_____

State Test Name: _____
Grade level _____

	Scale Score		Percentile Score	
	Male	Female	Male	Female
Caucasian	_____	_____	_____	_____
African American	_____	_____	_____	_____
Hispanic	_____	_____	_____	_____
Asian	_____	_____	_____	_____
American Indian	_____	_____	_____	_____
Total All Races	_____	_____	_____	_____

39. Cont'd

National Test Name:
Grade level _____

	Scale Score		Percentile Score	
	Male	Female	Male	Female
Caucasian	_____	_____	_____	_____
African American	_____	_____	_____	_____
Hispanic	_____	_____	_____	_____
Asian	_____	_____	_____	_____
American Indian	_____	_____	_____	_____
Total All Races	_____	_____	_____	_____

National Test Name: _____
Grade level _____

	Scale Score		Percentile Score	
	Male	Female	Male	Female
Caucasian	_____	_____	_____	_____
African American	_____	_____	_____	_____
Hispanic	_____	_____	_____	_____
Asian	_____	_____	_____	_____
American Indian	_____	_____	_____	_____
Total All Races	_____	_____	_____	_____

National Test Name: _____
Grade level _____

	Scale Score		Percentile Score	
	Male	Female	Male	Female
Caucasian	_____	_____	_____	_____
African American	_____	_____	_____	_____
Hispanic	_____	_____	_____	_____
Asian	_____	_____	_____	_____
American Indian	_____	_____	_____	_____
Total All Races	_____	_____	_____	_____

National Test Name: _____
Grade level _____

	Scale Score		Percentile Score	
	Male	Female	Male	Female
Caucasian	_____	_____	_____	_____
African American	_____	_____	_____	_____
Hispanic	_____	_____	_____	_____
Asian	_____	_____	_____	_____
American Indian	_____	_____	_____	_____
Total All Races	_____	_____	_____	_____

40. What are the overall student grade point averages by race, gender, and grade level? **Please provide this information for each grade level on your campus.**

Grade level _____

	Male	Female
Caucasian	_____	_____
African American	_____	_____
Hispanic	_____	_____
Asian	_____	_____
American Indian	_____	_____

Grade level _____

	Male	Female
Caucasian	_____	_____
African American	_____	_____
Hispanic	_____	_____
Asian	_____	_____
American Indian	_____	_____

Grade level _____

	Male	Female
Caucasian	_____	_____
African American	_____	_____
Hispanic	_____	_____
Asian	_____	_____
American Indian	_____	_____

Grade level _____

	Male	Female
Caucasian	_____	_____
African American	_____	_____
Hispanic	_____	_____
Asian	_____	_____
American Indian	_____	_____

41. What achievement levels are your students sustaining in basic skills such as reading, language, math and science by race and gender? **Please provide this information by grade level.**

Grade level _____

	Reading	Math	Science
Caucasian	_____	_____	_____
African American	_____	_____	_____
Hispanic	_____	_____	_____
Asian	_____	_____	_____
American Indian	_____	_____	_____

Grade level _____

	Reading	Math	Science
Caucasian	_____	_____	_____
African American	_____	_____	_____
Hispanic	_____	_____	_____
Asian	_____	_____	_____
American Indian	_____	_____	_____

Grade level _____

	Reading	Math	Science
Caucasian	_____	_____	_____
African American	_____	_____	_____
Hispanic	_____	_____	_____
Asian	_____	_____	_____
American Indian	_____	_____	_____

Grade level _____

	Reading	Math	Science
Caucasian	_____	_____	_____
African American	_____	_____	_____
Hispanic	_____	_____	_____
Asian	_____	_____	_____
American Indian	_____	_____	_____

42. Provide the retention and dropout numbers by race and gender for your magnet school. (Dropout refers students who leave the magnet school or program, not the district.)

	Retention	Dropout
Caucasian	_____	_____
African American	_____	_____
Hispanic	_____	_____
Asian	_____	_____
American Indian	_____	_____
Male	_____	_____
Female	_____	_____

43. Describe what kinds of activities you have that foster positive interpersonal relations among students (e.g. conflict resolution, peer counseling, clubs, etc.)

44. If available, supply hard data to document improved self concept and self esteem among your students.

45. Does your program follow up on students who have already graduated, or left the program?

Yes ___ No ___ **If yes, what have you found.**

IX. Student Support

46. Does your magnet school provide counseling and guidance for the student beyond what is required by the state, or by your district? **Please explain.**

47. How is the counseling and guidance provided to your students different from that which is provided to students in non-magnet schools?

48. Does your magnet school provide tutoring services. Yes ___ No ___ **Please describe.**

49. Does your school have secondary support services such as medical or financial assistance for students in need? Yes ___ No ___ **Please explain.**

50. Does your magnet offer a mentoring program or any other buddy system to assist, advise and serve as a role model for the students? Yes ___ No ___ **Please explain.**

51. Does your school provide an extended day study and enrichment child care program for resident and nonresident magnet parents? Yes ___ No ___ **Please explain.**

52. Does your magnet school provide child care for children of students enrolled?
Yes ___ No ___

53. How are the secondary support services which you provide in your magnet school different from those provided to students in non-magnet schools?

X. RACE RELATIONS

54. Describe the race relations between the following categories.

Student/Student

Staff/Student

Staff/Staff

XI. PARENTAL/COMMUNITY SUPPORT AND INVOLVEMENT

55. In what kind of involvement and participation activities are the parents of your students engaged? **Check all those which apply.**

___ Classroom support
___ Field trips and other travel related activities
___ PTA/PTO
___ Bus, hall, cafeteria monitors
___ Office support
___ Booster clubs or other parent-support organizations
___ Parent/teacher conferences
___ Site-based decision making
___ Task forces
___ Other. Please specify _____

56. Does your school have partnerships with the business community? Yes ___ No ___ **Please explain.**

57. Does your magnet school collaborate with local colleges and universities for some of your programs? Yes ___ No ___ **Please explain.**

58. How are these collaborations different from those which exist between non-magnet schools and local colleges and universities?

59. Rate relations and communication between the staff, parents and the community. **Check the appropriate response.** Four represents "excellent," one represents "poor."

	Excellent	Good	Fair	Poor
Parents	_____	_____	_____	_____
Community	_____	_____	_____	_____

60. Describe which parents participate in various activities by race/ethnicity and gender and socioeconomic status? **Check those which apply.**

	PTA/PTO	In School Service	Other Activities
Caucasian	_____	_____	_____
African American	_____	_____	_____
Hispanic	_____	_____	_____
Asian	_____	_____	_____
Native American	_____	_____	_____
Male	_____	_____	_____
Female	_____	_____	_____
Low Income	_____	_____	_____
Middle Income	_____	_____	_____
High Income	_____	_____	_____

61. Provide evidence of community activities which demonstrate support for magnet schools as a viable desegregation in your community.

62. How does you magnet school remain current regarding parent/community attitudes, perceptions and thinking.

XII. MAGNET/NON-MAGNET SCHOOL COLLABORATION

63. Has your magnet school been able to share programs and practices with non-magnet schools in your district.
Yes ____ No ____ **If yes, give examples.**

64. Has your magnet school been able to share programs and practices with magnet schools in other districts?
Yes ____ No ____ **If yes, please explain.**

65. Has your magnet school theme been adopted by any non-magnet schools in your district?
Yes ____ No ____ **If yes, please explain.**

66. Describe the ongoing communication/ relationship your magnet school maintains with the following entities:

Magnet School to Non-Magnet Schools in the District

Magnet Program on a Non-Magnet School Campus

67. Check the appropriate ongoing ***intradistrict*** staff development activities for your magnet school. **Check all that apply.**

____ our magnet school only
____ with other magnet school campuses or programs only
____ with non-magnet schools
____ our magnet school providing staff development to other magnet schools only
____ our campus providing staff development to other magnets and non-magnet schools
____ our magnet school providing staff development to non-magnet schools only
____ our magnet school receiving staff development from other magnet schools only
____ our magnet school **receiving** staff development from non magnet schools only
____ our magnet school **receiving** staff development from magnet and non-magnet schools

On-Site Interview Questions

The goal of the on-site interview is to get input from people in the selected districts and magnet schools and/or programs in three areas:

1. Magnet School Image and Reputation
2. Parental and Community Involvement
3. Race and Interpersonal Relations

The interview sessions are set up to allow a DAC-SCC representative to interview 3 staff people, one of whom is the principal, 3 parents whose children attend the magnet school involved in the study, and 3 students who attend the magnet school. The interview should take no more than two and a half hours.

Our goal is to get their general reactions, input and perceptions in the three areas, as a way of providing qualitative information for the final report, and to see (based upon their input) if the magnet school is helping to further the goals of desegregation regarding diverse learning environments which provide equitable opportunities for all students to achieve and excel irrespective of race, sex, and national origin.

The questions which are attached can be used to guide the interview, although the interviewer should follow the lead of the participants. The interviewer should insure that all three areas are addressed.

MAGNET SCHOOL IMAGE

1. As a staff member (parent, or student) what is the image/reputation your magnet school has? Is this image/ reputation justified in your estimation? Why, why not?

2. As you see it, how do staff members (parents, or students) live up to the image/ reputation your magnet school has? [This question assumes that the magnet school has a positive reputation. If that is not the case, the question should still be raised.]

3. What are your perceptions about the curriculum, including its strengths, weaknesses, its comprehensiveness, etc.

   As a staff member, how would you describe how the skills students acquire to be successful in school, prepares them also for success outside of school?

   As a student, how will your experience at your school help you to be successful after you graduate? In college? In your career?

   As a parent, describe your feelings about how you see your child(ren) and their preparation for success as a result of their involvement in this magnet school.

4. How would you describe the administrative leadership style as a staff member (parent)?

   As a student, how would you describe/characterize the staff and their ability to be helpful/ supportive?

RACE RELATIONS

1. How do people get along at this magnet school?

2. Of what activities are you aware which help to foster good race/interpersonal relations?

3. If there are any concerns you have about race relations on this campus, what are they?

PARENTAL/COMMUNITY SUPPORT AND INVOLVEMENT

1. From your perspective describe parental involvement on this campus.

2. From your perspective, describe the effectiveness of parental and community involvement.

3. How would you describe the quality of communication between parents and the magnet school staff?

4. As a staff, how do you ensure the involvement of all segments of your parent population?

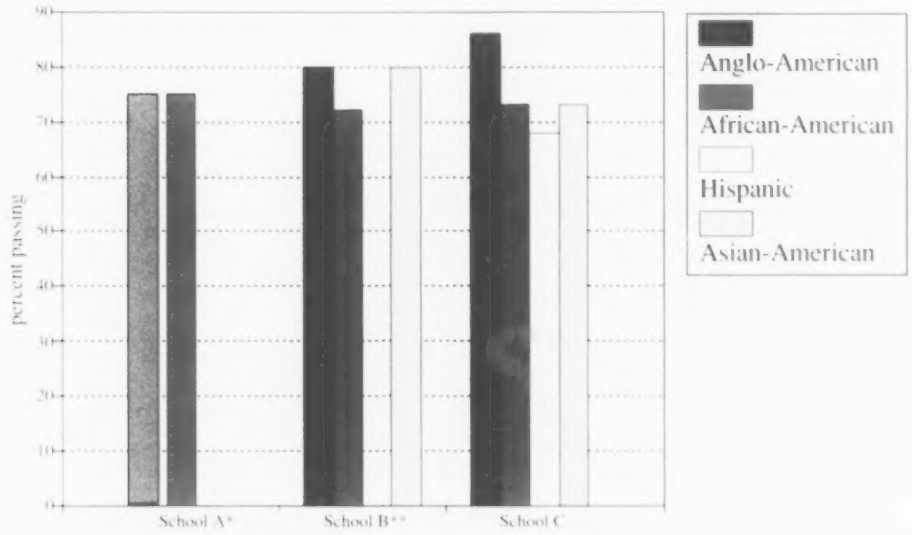
5. As a parent, how do your perceive the efforts of the school to get all segments of the parent population involved?

6. If there are concerns about parental involvement, what are they?

Appendix B

Figures

Figure 1: 1993 Magnet School Study
Percent Passing NAPT



*This campus reported a rate for all students.

**Campus B used the CAT/California Achievement Test)

Figure 2: 1993 Magnet School Study
Percent Passing State Standardized Test
Campus A

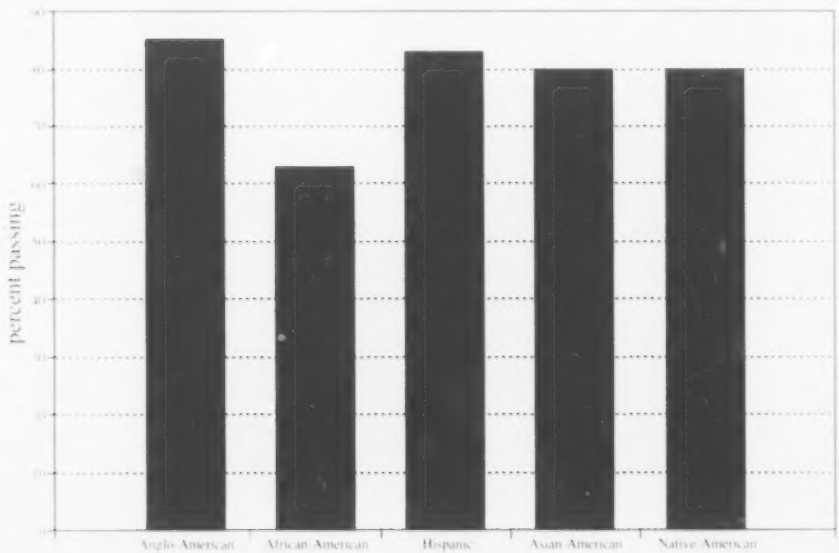


Figure 3: 1993 Magnet School Study
Percent Passing State Standardized Test

Campus B

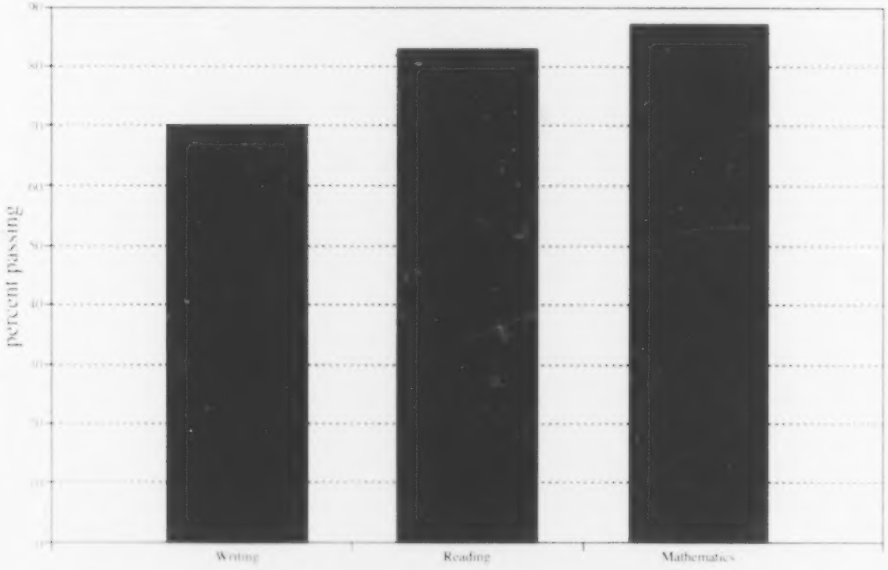


Figure 4: 1993 Magnet School Study
Percent Passing State Standardized Test

Campus C

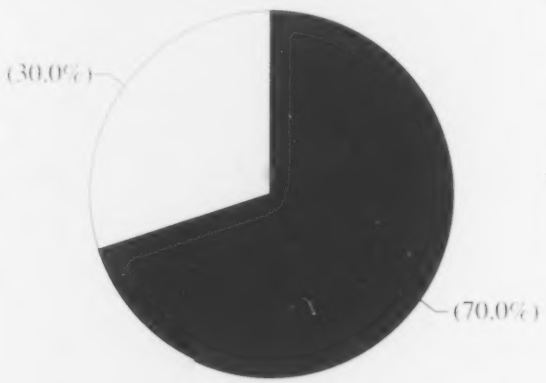
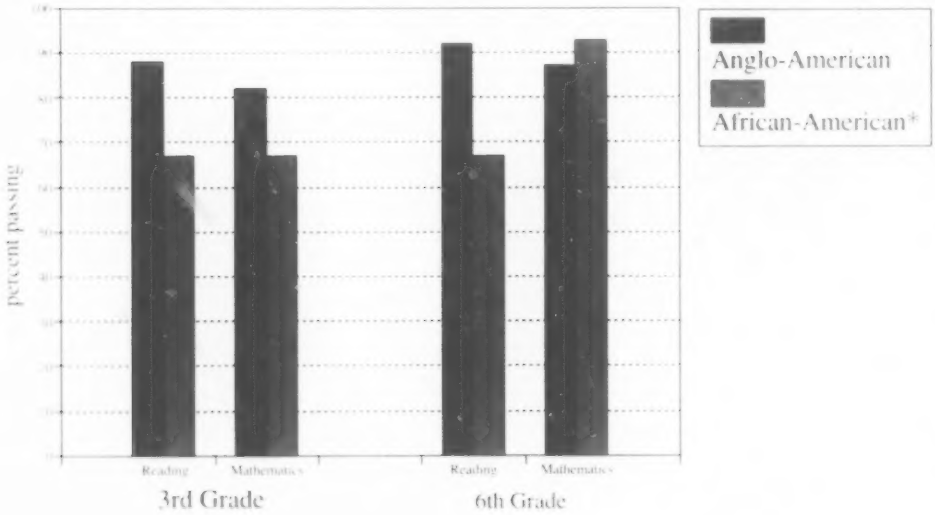
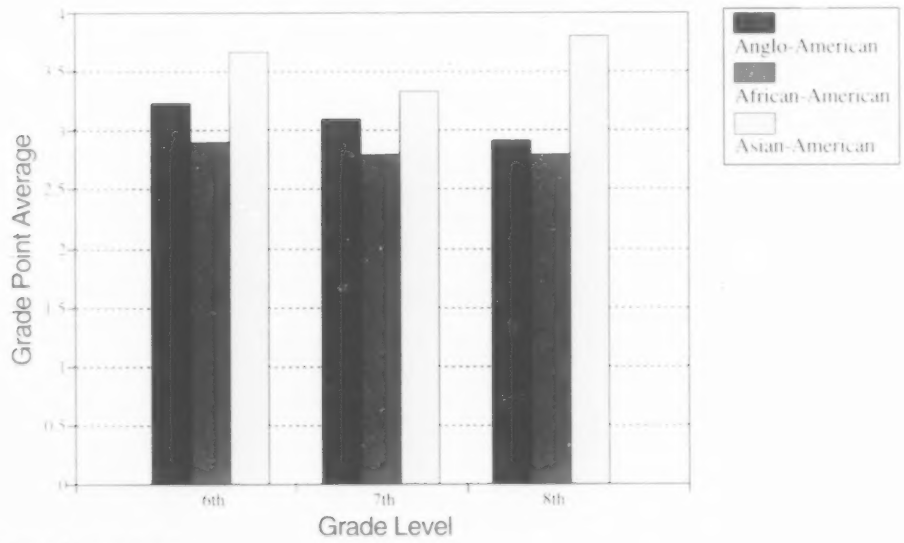


Figure 5: 1993 Magnet School Study
Percent Passing State Standardized Test
Campus D



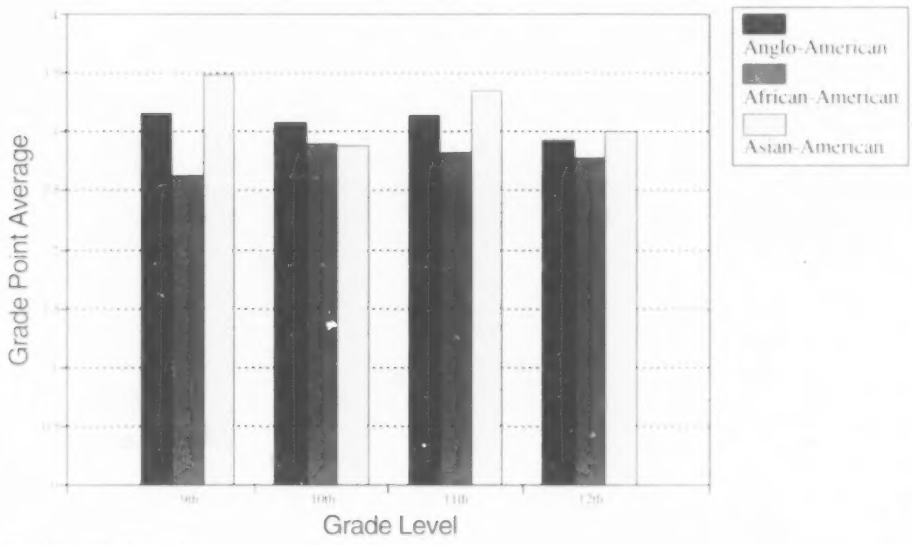
*This represents all African-American students on the campus

Figure 6: 1993 Magnet School Study
Grade Point Averages
Williamsburg Middle Magnet



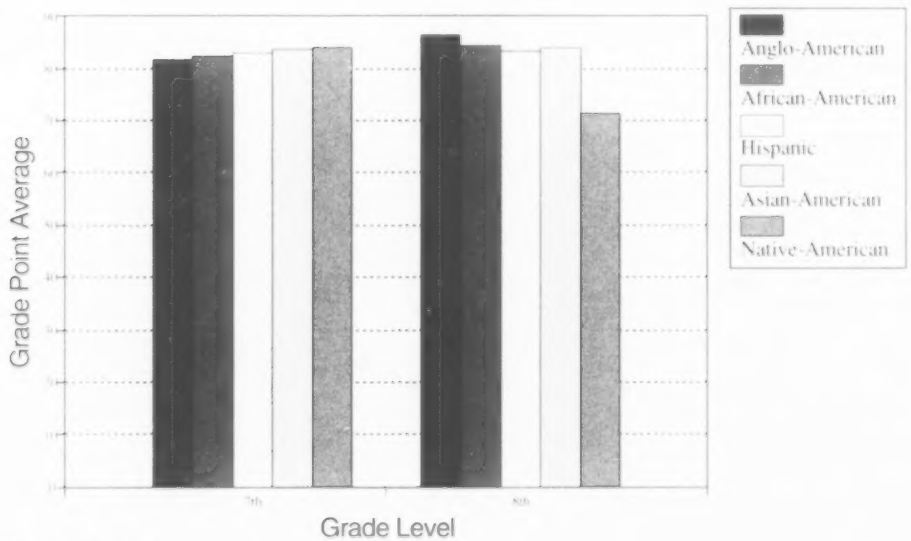
*Based on a 4.0 rating system

Figure 7: 1993 Magnet School Study
Grade Point Averages
Williamsburg Magnet High School



*Based on a 4.0 rating system.

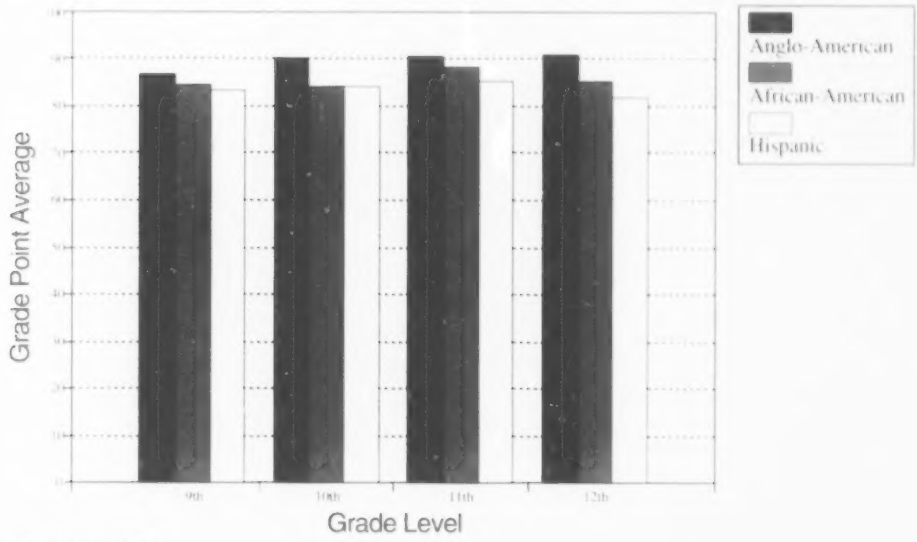
Figure 8: 1993 Magnet School Study
Grade Point Averages
Learning Tree Middle Magnet



*100% is a perfect grade.

Figure 9: 1993 Magnet School Study
Grade Point Averages

Arts High School



*100% is a perfect grade.

Figure 10: 1993 Magnet School Study
Retention

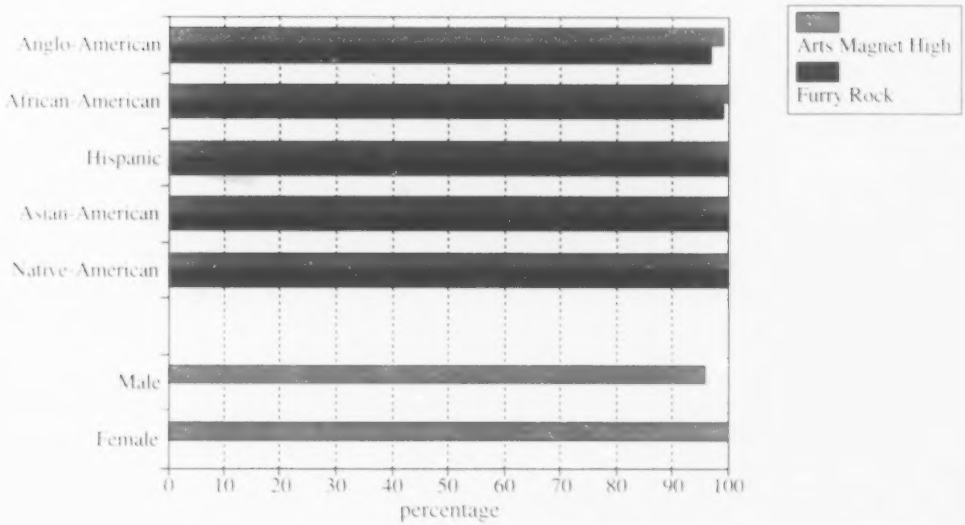
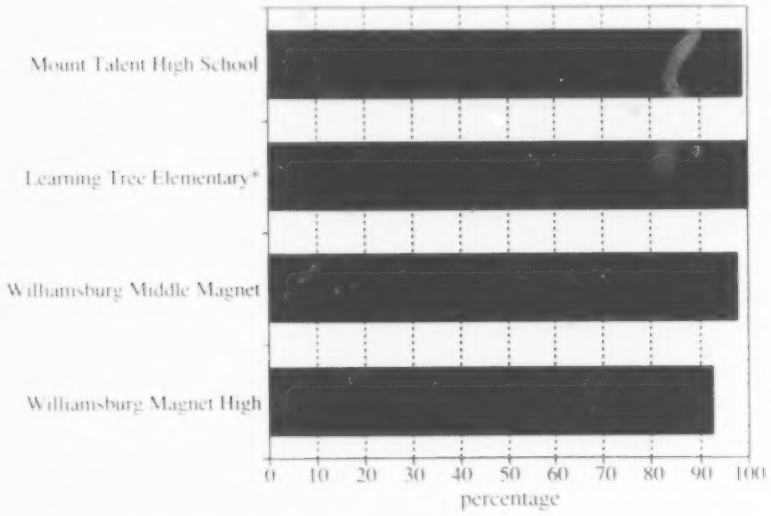
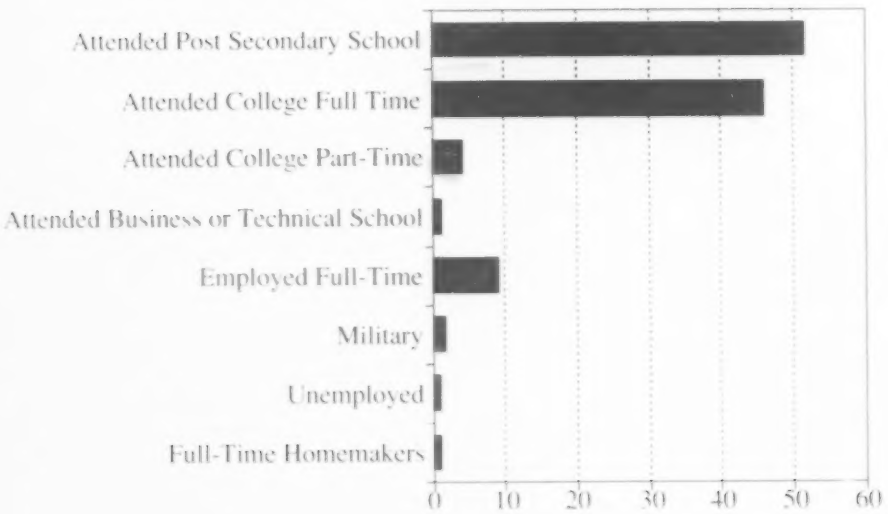


Figure 11: 1993 Magnet School Study
Retention
for Anglo-American and African-American Students



*Race/ethnicity breakdown was not specifically given.

Figure 12: 1993 Magnet School Study
Arts High School-After Graduation



Intercultural Development Research Association

María "Cuca" Robledo Montecel, Ph.D.
Executive Director

Chairman of the Board
Mr. Jesse Treviño
McAllen, Texas

Vice Chairperson
Mr. James Lehmann
Weslaco, Texas

Secretary
Ms. Debbie Haley
Houston, Texas

Mr. William Acosta
Dallas, Texas

Mrs. Rosalinda González
Mission, Texas

Mr. Othón Medina
El Paso, Texas

Dr. Sally J. Andrade
El Paso, Texas

Mr. Tino Guerra, Jr.
San Antonio, Texas

Mr. Jesse Rangel
Lubbock, Texas

Dr. Max Castillo
Houston, Texas

Dr. Arturo Madrid
San Antonio, Texas

Mr. William Sinkin
San Antonio, Texas

Dr. James A. Forester
San Antonio, Texas

Mr. Leo Zuñiga
San Antonio, Texas

Director Emeritus
Dr. José A. Cárdenas

IDRA is a non-profit research and development organization dedicated to the improvement of educational opportunities for *all* children.

INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION
5835 CALLAGHAN ROAD, SUITE 350
SAN ANTONIO, TEXAS 78228-1190
210/684-8180 FAX 210/684-5389